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COMMUNITY DAY CARE OF LAWRENCE, INC.

CHARTER SCHOOL APPLICATION

FOR

COMMUNITY DAY CHARTER SCHOOL

Respectfully Submitted To:

Piedad F. Robertson
Secretary of Education
One Ashburton Place
Room 1401
Boston, Massachusetts 02108

November 3, 1994

Approved, WJS

DEC 09 1994

**EXECUTIVE OFFICE
OF EDUCATION**



community day care center of lawrence, inc.

Old Library Professional Building
190 Hampshire Street • Room 302
Lawrence, MA 01840 • Tel. 682-6628

November 2, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
Room 1401
One Ashburton Place
Boston, MA 02108

Dear Secretary Robertson:


Enclosed please find a proposal from the founding members and from Community Day Care of Lawrence, Inc. for establishing a Charter School.

I applaud you on your vision and commitment to Charter Schools. Indeed, we found your application to be "user friendly". We appreciate the support given to us during the months following our original application. Virginia Greiman has been extraordinary in her efforts to help us. Emily Neilsen Jones and Jose Alfonso have also been very kind in providing technical assistance and support.

There have been several changes and revisions to the proposal submitted in February, 1994. We draw your attention to revised assumptions regarding the per pupil reimbursement, as evidenced in the revised budget and also to the changes in day care hours and school year duration. We also have a revised number of pupils to be enrolled (225 students) and have expanded our grades to K-8. Our proposal is contingent upon your approval of the assumptions we have made in these revisions.

I hope you will find our proposal as exciting and innovative as we do and that you will give us the opportunity to develop a school of which we know you will be proud.

Sincerely,


Sheila Balboni

Executive Director

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Community Day Care of Lawrence, Inc.

Name of organization/group filing for charter school status

Contact Person Name:	Sheila Balboni	
Signature:	<i>Sheila Balboni</i>	Date: 2 / 15 / 1994
Title:	Executive Director	
Address:	190 Hampshire Street	
City:	Lawrence	
State:	Massachusetts	
Zip:	01840	
Telephone:	508-682-6628	
Fax:	508-975-3120	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 2th day of NOVEMBER (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

Founding Board.

(This signature sheet must be attached to the application when it is filed.)

Name: Myrta Cupeles Signature: Myrta L. Cupeles Date: 4-94
Address: 148 Boxford Street City: Lawrence State: MA Zip: 01843
Tel: 508-688-4523

Name: Signature: Date:
Address: City: State: MA Zip:
Tel:

Name: William Webber Signature: William Webber Date: 11-02-94
Address: 186 Chestnut St. City: Andover State: MA Zip: 01810
Tel: 508-470-1987

Name: Signature: Date:
Address: City: Lawrence State: MA Zip:
Tel:

Name: Jeffrey Hernandez Signature: Jeffrey Hernandez Date: 11-2-94
Address: 6 Inman Street City: Lawrence State: MA Zip: 508-686-1994
Tel:

Name: Alcira Kane Signature: Alcira Maria Kane Date: 11-03-94
Address: 104 Willard Way City: Plaistow, State: NH Zip: 03865
Tel: 603-382-5955

Name: Signature: Date:
Address: City: Lawrence State: MA Zip:
Tel:

Name: Signature: Date:
Address: City: State: Zip:
Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

Founding Advisory Committee

(This signature sheet *must* be attached to the application when it is filed.)

Name: Myrta Cupeles	Signature: <i>Myrta L. Cupeles</i>	Date: 2-14-94
Address: 148 Boxford Street	City: Lawrence	State: MA Zip: 01843 Tel: 508-688-4523
Name: Larry L. Larsen	Signature: <i>Larry L. Larsen</i>	Date: 2/13/94
Address: 63 Park Street	City: Andover	State: MA Zip: 01810 Tel: 508-475-6622
Name: Susan Chrisemer	Signature: <i>Susan Chrisemer</i>	Date: 2/13/94
Address: 18 Maurice Street	City: Lawrence	State: MA Zip: 01841 Tel: 508-691-5937
Name: Maritza Alon	Signature: <i>Maritza Alon</i>	Date: 2/13/94
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Name: Jeffrey Hernandez	Signature: <i>Jeffrey Hernandez</i>	Date: 2-13-94
Address: 6 Inman Street	City: Lawrence	State: MA Zip: 01843 Tel: 508-686-1994
Name: Elizabeth Garcia	Signature: <i>Elizabeth Garcia</i>	Date: 2-13-94
Address: 6 Inman Street	City: Lawrence	State: MA Zip: 01843 Tel: 508-686-1994
Name: Mariana Buonpensierre	Signature: <i>Mariana Buonpensierre</i>	Date: 2-13-94
Address: 2 Museum Square	City: Lawrence	State: MA Zip: 01841 Tel: 508-685-9122
Name: Jennifer M. Lopez	Signature: <i>Jennifer M. Lopez</i>	Date: 2-13-94
Address: 48 Saunders Street	City: Lawrence	State: MA Zip: 01841 Tel: 508-683-7646

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

CHARTER SCHOOL APPLICATION: COMMUNITY DAY CHARTER SCHOOL

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Prepared and Presented By:

**Community Day Care of Lawrence, Inc.
190 Hampshire Street
Lawrence, MA 01840
(508) 682-6628
Sheila Balboni, Executive Director**



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CHARTER APPLICATION: PART I

1. MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

Community Day Care Center of Lawrence, Inc. proposes a school of the community. We come together in partnership as individuals who share many interchangeable roles. We are parents, teachers, administrators and students who view ourselves as a community of learners, all sharing a strong sense of hope for our school and our city. That hope and our partnership is grounded in twenty-five years of experience, working together to build successful programs of education, child care and support for working families. Our vision is informed by a perspective embedded in cultural diversity and by an understanding of the needs of working immigrant families.

What Is Unique About Our School?

While many alternative schools have chosen to focus upon a specific academic discipline, such as the arts or the sciences, our vision is for a school which promotes and supports all aspects of a child's development: educational, social, physical, emotional and moral, in the very real context of family and community.

- Our school will be a community based, grass roots "neighborhood" developed and supported by parents.
- Our curriculum features interdisciplinary learning and respects individual learning styles.
- Our school will be a community center for social services, recreation, socializing and culture.
- Our school will offer extended day care at the school site.
- Our school will have high teacher to student ratios and small mixed age groupings.
- Our school will regard the rich heritage of the Lawrence community as a natural and integral extension of the classroom, and our students will become ambassadors in promoting a positive image of our city.
- Our school will blend high scholastic standards with an emphasis on social and personal responsibility.
- Our school will work relentlessly to develop the understanding that drugs have a destructive effect on the quality of life.

What is Unique About Us?

For Massachusetts to succeed with the development of Charter Schools, it needs to select governing entities which possess a clear vision and the means and capacity to achieve this vision.

- We are successful entrepreneurs with twenty-five years of experience in starting new programs.
- We have the financial resources and staff resources to build our school.
- We have a proven track record as managers of educational programs and as promoters of professional development for minorities.
- We are an integral part of the community.
- We are ready, willing and able to open our School in 1994.

In 1912, Lawrence workers joined together with the common goal of bringing "bread and roses" to their families, meaning a basic and secure standard of living which also fostered regard and respect for the uniqueness of the human spirit. In 1994, we have come together to form a school which shares this same mission.

Our mission is to provide a kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The curriculum will be embedded in the reality of city life and will reinforce the positive aspects of our city: its culture, art and economy, its working class history and strong work ethic.

Our philosophy is informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

Consistent with that mission, our school will be open from 6:45 a.m. to 5:30 p.m. Before school and after school day care will be coordinated and integrated into the school curriculum. The school will become a center for family activity including health related services and social services as well as recreational and cultural events.

Unique features of our education program include: computer literacy, mixed age groupings, Spanish as a second language and the use of themes to promote an interdisciplinary approach to knowledge. We will communicate with each other in English and Spanish, and staff will reflect the ethnic origins of our students. Our school will be a safe and welcoming place, a neighborhood that reflects the cultural diversity of our community.

2. SCHOOL OBJECTIVES:

2a. What are the school's broad academic objectives for student learning?

Imagine a school where:

- *Every child is supported in her unique ability to learn and grow.*
- *Each individual is valued for his unique contribution to a diverse community of learners.*
- *Parents are treated as partners in their child's education and moral development.*
- *Parents are both teachers and learners in our community of learners.*
- *Teachers are empowered to be catalysts for innovative and effective learning opportunities.*
- *Parents, administrators, teachers and students collaborate to create an enriching educational experience to promote lifelong learning.*
- *Each individual has an important role and responsibility in creating a caring community through active participation and advocacy.*

We have imagined it, and this is how we will do it.

Broad Objectives:

We will create a school where:

Learning is well balanced.

Learning will come from a blend of teacher directed and child centered educational experiences organized around themes which will balance the acquisition of knowledge, understanding and skills with the needs and interests of learners.

Learning opportunities are equitable.

High quality and diverse learning experiences will be equally available to all students regardless of individual learning styles or needs.

Learning is an active process.

Individuals will learn by doing. When students are active learners and have the opportunity to apply knowledge and understanding to meaningful tasks, connections are created between their learning experiences and the real world.

Learning is interdisciplinary.

Teaching through integrated themes will weave together content areas and will encourage students to make associations which will affirm the interconnectedness of life.

Learning is individualized.

Individual learning styles and modalities will be assessed and will be incorporated into teaching strategies building upon the strength of the child. Teachers will affect each child's learning by knowing each child individually.

Learning is a life long pursuit.

We will form a community of learners engaged in the dynamic process of growth and self-actualization.

Community Day Charter School proposes to create a learning environment committed to these principles. We view curriculum as including the acquisition of skills, knowledge and habits/values. Our goal is to teach the whole child, addressing issues of self-discipline, motivation and high academic achievement.

Academic content will include three major fields of knowledge and understanding:

- Science, Mathematics and Technology, which includes knowledge and skills from such areas as:

- *Mathematics*
- *Life Science*
- *Physical Science*
- *Earth Science*
- *Environmental Studies*
- *Technology Education*
- *History and Philosophy of Science*
- *Careers in Science, Math and Technology.*

Examples of themes and concepts include:

- *Nature of scientific activity*
- *Constancy*
- *Systems*
- *Evolution*
- *Models and scales*
- *Pattern changes*
- *Space and dimensionality*
- *Numbers*
- *Mathematical procedures*
- *Data*
- *Human physiology*

- **Arts and Humanities**, which includes knowledge and skills from such areas as:

- *Reading, Writing, Speaking and Listening*
- *American and World Literature*
- *Media*
- *Second Languages*
- *Philosophy*
- *Music*
- *Fine Arts*
- *Theater*
- *Dance*
- *Graphic and Technical Arts*
- *Art History*
- *Ideas and Culture of Civilizations*
- *Careers in Arts and Humanities*

Examples of themes and concepts include:

- *Modes of discourse*
- *Medium and genre*
- *Themes*
- *Aesthetics*
- *Form*
- *Technique*
- *Composition*
- *Rhythm*
- *Craftsmanship*
- *Criticism and appreciation*

- **Social Sciences** , which includes knowledge and skills from such areas as:

- *History*
- *Economics*
- *Political Science*
- *Psychology*
- *Sociology*
- *Geography*
- *Cultural Anthropology*
- *Life Skills*
- *Health and Physical Education*
- *Careers in Social Sciences*

Examples of themes and concepts include:

- *Democratic principles*
- *Structure and function of political, social and economic systems*
- *Cultural diversity*
- *Historical perspective*
- *Geographic themes: location, place, regions, movement*
- *Relationships of geography to human activity*
- *Health promotion*
- *Cause and effect*
- *Interdependence*
- *Understanding human behavior*

2b. Describe any non-academic goals for student performance.

We believe that education at its best is not only the acquisition of academic knowledge and skills but also an ongoing pursuit of personal growth and development. For example, it is important for students not only to study the infrastructure of social systems but also to understand their roles and responsibilities within society. We feel it is essential that the educational environment of our school supports and promotes the development of personal values and habits, and we acknowledge that the drug culture within our community makes this support even more critical to the well being of our children. Through our educational program and our personal interactions with students and their families, we will seek to develop and reinforce the following skills, values and habits:

- PERSONAL DEVELOPMENT:

- *Develops a strong sense of self worth and personal competence.*
- *Develops a strong sense of personal integrity*
- *Possesses knowledge and appreciation for one's heritage and incorporates this understanding in other areas of study.*
- *Assumes an active role in the learning process.*
- *Is aware of and makes healthy choices, taking responsibility for personal health and safety.*
- *Is aware of and articulates feelings.*
- *Is aware of stressors and stress reduction techniques.*
- *Accepts personal responsibility for behaviors.*
- *Demonstrates respect for self and others.*
- *Works independently:*
 - *Shows initiative.*
 - *Assumes responsibility.*
 - *Completes work accurately and consistently.*
 - *Uses appropriate resources.*
- *Is aware of possible educational/career opportunities in a variety of fields.*

- COMMUNICATION SKILLS:

- *Listens actively and attentively to others.*
- *Interprets, understands and summarizes speaker's purpose and point of view.*
- *Seeks clarification when necessary to understand speaker's intent.*
- *Articulates thoughts, opinions, needs and feelings clearly and effectively.*
- *Contributes constructively to group discussion.*
- *Develops competency in self-expression through non-verbal and verbal art forms such as drama, art, music instruction.*

- SOCIAL RESPONSIBILITY:

- *Cooperates with others to set and achieve goals.*
- *Actively pursues community services.*
- *Assumes responsibility for being a good citizen.*
- *Values human diversity and understands the elements of anti-bias behavior.*
- *Exhibits flexibility and adaptive behaviors in reaction to change.*
- *Demonstrates intellectual confidence and is willing to take risks in order to grow.*
- *Has confidence in ability to effect change.*
- *Recognizes interdependence of all living and non-living things.*
- *Understands and uses conflict resolution skills.*

● REASONING AND PROBLEM SOLVING:

- *Can think abstractly and creatively.*
- *Generates and visualizes new ideas.*
- *Conceives ideas, invents products and implements solutions.*
- *Uses inquiry to arrive at conclusions.*
- *Chooses and uses effective problem solving skills, both alone and when working with others:*
 - *Observes carefully.*
 - *Isolates and defines problem.*
 - *Generates possible solutions.*
 - *Gathers, selects and analyzes information.*
 - *Hypothesizes conclusions.*
 - *Justifies strategy and solutions.*
 - *Applies appropriate solutions.*
 - *Evaluates outcomes.*
 - *Perseveres to effective conclusion.*
 - *Applies problem solving skills to conflict resolution.*

2c. What type of community environment do you hope to foster at your school?

Because our school comes from community, we envision it as a welcoming place that reflects the many features of our diverse, multi-cultural population. We imagine that our school will fulfill many of the roles that the "old neighborhood" provided. Our school will be a safe place where families can come to expect a predictable, consistent and secure environment. It will be a place where individuals are known, respected, supported and valued. We expect that over time we will develop standards of behavior for our "neighborhood" that are embedded in values that we all share. These standards will influence our ways of behaving: how we treat each other and how we care for and maintain our property.

We expect that our building and its grounds will be clean and well maintained and that this responsibility will be shared by all members of our community. We will work to support an aesthetic quality to our environment and continue, for example, the Community Day Care practice of planting flower gardens and window boxes in our outdoor spaces. Our classrooms and halls will be freshly painted, cheerful places for displaying visual arts. Children, parents and teachers will be greeted by music in the halls when they arrive for the day.

Bulletin boards for parents will include information in Spanish and English. A parent lounge will be located near the resource library described below.

We are fortunate to be able to draw from the diverse cultural life of a city that offers Irish step dancing, merengue from the Dominican Republic and salsa from Puerto Rico. We expect that our school will support that rich cultural life including music, theater and dance performances by our own community as well as by artists from outside our community.

We expect that our school will become a social and civic center for our neighborhood. For example, it may be used as a meeting place for crime watch groups or for voter registration. We envision that the school will be available for social functions like bridal showers, family dinners and fund raising events.

Because many of our children will be with us for most of the extended school day, more than half of their daily nutritional requirement will have to be met by the school (breakfast, lunch and snack). We expect that our cooks will use the same high standards of quality in preparing foods, that are used in our day care programs: only fresh fruits and vegetables, whole grains, fish, meat and dairy products. Consistent with our day care practice, we shall serve no foods with preservatives, sugar or bleached flour. Foods will be prepared from ethnic recipes that children enjoy at home and the good smells that come from our kitchen will be familiar ones. Cooking and baking activities for children will be integrated into our curriculum. Teachers and staff will eat with the children, family style.

Ritual is important to our community and it will be warmly supported and nurtured at our school. For example, we all look forward to the family picnic at Rolling Ridge, Lake Cochichewick, which has been an annual event for the past ten years and which is attended by some 300 parents, children and staff. We also come together during the holiday season to distribute toys, food baskets and clothing to our needier members. In February, we sponsor appreciation nights, when children cook spaghetti suppers for parents and show classroom activities on video, when flowers are given to parents and teachers as gifts and when some of the staff and parents join in preparing special desserts. We envision a school where the entire community will work together to develop its own special celebrations and rituals, and we recognize their importance to the overall quality of our environment.

We envision an environment that is imbued with an awesome sense of responsibility on the part of adults for our children - a responsibility that grows out of caring and respect for our students. The success of our programs rests upon that shared vision which has always inspired all of us to do the job that needs to get done regardless of our role or job title. We envision a place where the Head of School might help plunge a toilet, where a parent might take over a class and where the custodian might be seen playing basketball in the gym with a group of children.

We envision an environment where problems are shared by our entire community and are not delegated to specific individuals. A behavior problem in the classroom is not simply assessed, labeled and delegated to a special needs teacher, but rather the whole community is engaged as resources for dealing with the issue. A shortage of some supply or a need for unexpected professional consultation is not simply put in writing to an administrator. Rather, teachers are engaged in a process of re-prioritizing the budget in an effort to free money up from some other line item in order to provide for the unexpected expenditure. Responsibility for managing resources is shared by the community, and the community is respected for its ability to solve problems and to meet the challenges that arise.

We imagine that our environment will include a resource library for parents, teachers and children. Educational materials, books, filmstrips, a computer and videos, will be available in a warm and user friendly environment. Our vision of resources for learning is not limited however, to just the school but also includes the child's home. Curriculum kits will be available for home use as well as for use in the classroom. Our resource van, filled with multi-cultural materials, organized around central themes (like "rain forest") will visit children's homes in an effort to involve the whole family in children's learning.

We will work with our teachers to promote professional development for our community, to offer learning experiences for teachers, staff and parents. We will continue Community Day Care's practice of encouraging growth and continuous learning for all.

Our School will be a place that celebrates and supports academic achievement. Teachers will be encouraged to develop innovative methods and curriculum in order to support this achievement.

Our vision is for a school that integrates all the vital components of a child's environment. (Day Care and other integrated services are discussed below.) We envision a school that is truly a community center, warm, friendly and in use: days, evenings and weekends - a community neighborhood that supports and is supported by the family.

3. STATEMENT OF NEED:

3a. Why is there a need for this type of school?

Lawrence is a community in crisis. The city budget is overwhelmingly inadequate to provide for basic services like fire fighting, crime prevention and the enforcement of building codes. School drop out rates are among the highest in the state. Arson and fire has destroyed a record number of buildings, and boarded up houses populate our neighborhoods. An ever growing immigrant population places additional demands on the city's infrastructure. The sale and use of drugs is a primary influence on the negative factors which affect the well being of children and their families. Community Day Care staff report that family violence and the abuse of children is more acute than at any time during the twenty-five year history of the agency.

The following demographics are presented in support of the conclusions cited above:

- Lawrence per capita income is the second lowest in the state.
- Children under five years of age comprise 8.6% of the population, a figure that is over 30% higher than the state-wide average of 5.9%.
- Forty-five percent of all children in the city live below the poverty level, most in single parent families.
- Thirty percent of Lawrence's children live in families receiving Aid to Families with Dependent Children (AFDC).
- Teen birth rates are the highest in the state.
- Lawrence far exceeds the state-wide numbers of reported cases of child abuse and neglect. The Lawrence office of the Department of Social Services reports the caseload of social workers dealing with substantiated abuse cases to be over 20 cases to 1 worker.
- For the past ten years the city's population has been one in transition. Spanish speaking families from a variety of places are predominant among the new arrivals. The percentage of Hispanics to the rest of the population is difficult to calculate for a variety of reasons, but it has been estimated recently at 45% to 60%.
- The 1993 the Department of Public Welfare AFDC caseload in Lawrence was 5,530. Sixty-eight percent of the caseload is comprised of minorities, and the caseload is the second highest in the state.
- The per pupil expenditure for Lawrence public schools was 26% less than the statewide average, according to the most recent data and 24% less than the recommended \$5,500 foundation level proposed in recent legislation as a statewide standard.
- Lawrence school statistics report that 71% of elementary school children are Hispanic, many from non-English speaking families.

3b. Explain why a charter school would help to effectively address this need.

Our Charter School will build upon twenty-five years of experience in working together as a community, to build quality education and child care programs that support working parents. We propose a school that influences children's environments in ways that make it possible for them to learn. Our ability to integrate support services into our school program and our understanding of community is a unique competence of Community Day Care.

COMMUNITY UNDERSTANDING/INTEGRATED SERVICES

Our grass roots/community based approach to education is grounded in the belief that certain basic needs of children for safety, food, clothing, social and health services must be met in order for them to learn.

A CHILD MUST BE SAFE IN ORDER TO LEARN.

The Community Day Charter School will be pro-active in pursuit of safety for our youngsters. We will work hard to maximize the family's ability to provide a healthy environment for our students and we will act as advocates when a child's health and physical safety are threatened.

Teachers will work closely with state social workers to insure the safety of youngsters who have been designated as "in need of protection" due to abuse and neglect in the home. Teachers will monitor children's physical condition and behavior for warning signs of potential harm.

Parent conferences and home visits will be used to support and encourage parents who may be struggling to provide adequate care and supervision to their youngsters. An example of Community Day Care involvement with the physical safety of children is cited below.

The need for a safe environment prompted staff participation recently in the formation of a neighborhood crime watch. Because of prostitution and drug dealing in our Wyman Street area, staff (who also happen to be parents and neighbors) met with nearby residents on a regular basis to develop a strategy for "taking our neighborhood back". Our center became the meeting place for the community to host a number of city officials, including the mayor, police chief, fire chief and city councilors. The effort resulted in closing down an adjacent crack house and driving the criminals out of the vicinity.

We are committed to providing a safe learning environment and will ask a student to leave if we feel that their presence is a threat to the well being of other students. We will not tolerate weapons, drugs, sexual or racial harassment within our School.

A CHILD MUST BE WELL FED IN ORDER TO LEARN.

Community Day Charter School will develop strategies for insuring that youngsters have proper nutrition. Teachers will be trained to look for signs of poor nutrition in children, and staff will solicit donations and develop tactful ways of helping out families who may need temporary assistance.

A CHILD MUST BE WELL CLOTHED IN ORDER TO LEARN.

Charter School staff will also follow the Community Day Care practice of organizing clothing drives around changes in season. In late fall, for example, we will solicit warm clothing from the community and display it according to sizes on long "swap tables" in our halls. Teachers will draw upon an emergency fund for purchases, if they identify youngsters who need new clothes.

A CHILD MUST BE HEALTHY IN ORDER TO LEARN.

Community Day Care has a long history of providing health programs for our children, some of whom come lacking primary health care and immunizations. By keeping automated child health records at the Charter School, we will be able to remind parents about the need for well visits and immunizations, should the need occur. We also view the school as a potential site for vision and hearing screening and for lead paint testing.

We expect to continue our day care practice of having therapists and counselors come to our school for work with children, but also with other members of the family. It is our hope that teachers' work in the classroom can benefit from collaboration with family therapists and that they in turn can reinforce the goals that families are working toward in therapy.

COMMUNITY UNDERSTANDING/EDUCATION

We envision a school that is indefatigable in its efforts to reach every child and to promote each child's learning, regardless of family background or personal experience.

Our vision for education is described in detail beginning on page thirty-two. Our school will be unique in its perspective in working with families. We are the families; our administrators, teachers and parents come from a single community. The leadership, the goals, the sense of shared mission are already in place for our community and are based upon twenty-five years of experience. Personal responsibility for our school and ownership of our school will continue to be shared. We are ready to begin the work of developing the consensus that is necessary to support our educational program.

Several features make our education program unique:

- We propose that relationships between teachers and children will be one of the strongest components of our school. Teachers will know the children; they will use a variety of assessments to develop an understanding of the child's unique characteristics, her learning style, her sense of humor, her specialness. Teachers will have the time to plan, to speak with each other about individual children, to set goals for youngsters and for groups of youngsters. Teachers will work with day care staff to develop a comprehensive program that integrates the day care component with the school component to insure consistency for children. Teachers will reflect the ethnic diversity of our population, and there will be Spanish speaking staff in each classroom.

- Our school will group children based upon an understanding of their development, multiple intelligences and learning styles. This flexible grouping is based upon individual needs of students rather than any specific chronological age (i.e. all 10 year old children in grade 4). Mixed age grouping also allows for an apprenticeship model for learning. Teachers teach by doing. Children imitate and more skilled children "teach" less skilled children. Children are grouped in ways that recognize and reward their various competencies and learning styles, and that allow for reciprocal teaching and learning.
- We shall emphasize the interconnectedness of all knowledge by using themes to encourage an interdisciplinary approach with "hands on" and multi-media and multi-cultural materials. Our curriculum will be organized around themes related to math and science, language/arts and social sciences in order to nurture a mastery of basic literacies. Our themes will be related to our community of Lawrence whenever possible and will grow out of an appreciation of meaningful topics for exploration by our children. For example, science projects related to the Merrimack River, history of the old mills and early immigrant workers, trips to ethnic bakeries to compare breads from Italy and Lebanon can be integrated into our various topics for exploration. We believe in the value of integrating the arts into curriculum and will use our concept of themes as an opportunity to provide children with arts-related appreciations, skills and knowledge.
- Our curriculum acknowledges the fact that computer technology is part of our children's culture. Our day care programs were among the first in the state to use classroom computers for preschool and school age children. (We were using LOGO with our Apple II computer in 1989.) We believe in using computers for younger children to reinforce class content, whenever appropriate, for example, in printing out stories which children "write" and illustrate. Older groups of children will become "computer literate" in that they will learn how to put the computer to use in learning. They will know how to use the keyboard, some basic programming, how to publish, how to access information for research and how to use the computer for practice or "drill" in learning.
- Community Day Charter School will draw upon our day care model in providing education to children who do not speak English. Children will be taught in English and grouped with English speaking youngsters. A variation on the total immersion model, our approach provides for a teacher or teacher aide who does speak in the native language in the class, but instruction is primarily in English. This method has been very effective in our day care programs in facilitating children's efforts to learn English. The presence of someone who speaks their native language helps youngsters to deal with feelings of isolation and provides them with a supportive mentor.
- Our Community Day Charter School has a strong belief in the value of learning a second language and beginning to learn that language at an early age. Based upon that belief and the ethnic culture of our community, we will begin to teach Spanish in kindergarten. In grades K-3, instruction takes an approach that emphasizes conversation, songs, rhymes, and stories, with the goal of introducing children to the vocabulary, sounds and social context of language. During grades 4-8, children begin to learn skills and concepts related to the written language, progressing to clearly stated goals with regard to written and spoken proficiency by the eight grade level.

COMMUNITY UNDERSTANDING/SUPPORT FOR WORKING FAMILIES

As has been stated many times in this proposal, Community Day Care's mission has been one of support for working families, grounded in our immigrant working class heritage and in values related to a strong work ethic.

Founding a Charter School will be hard work, but our community responds to that challenge with energy and enthusiasm.

We have been first hand witnesses to a welfare system that has consistently drained supports from working families. Time and time again we have seen incentives like day care withheld from people teetering on the brink of Welfare and people working their way out of the Welfare system.

We know that children and their families are healthier if they are economically self-sufficient and that very few people really want to be on welfare. A number of our parents, our staff and our administrators have been on welfare at one point in their lives. We come together then to support our families' needs to be self-sufficient and to support a work ethic that values independence from state subsidy.

Day Care will be an important component of our Charter School and a nominal fee will be charge for day care. As stated above, the school will be open for the full day, 6:45 a.m. to 5:30 p.m. to support parents' work schedules. There will be a unified approach to education, and staff will work as one team in developing assessment and goals for youngsters. Meeting time for planning and sharing will be built into day care staff and school staff schedules. Extended day will maximize children's ability to choose activity (or quiet time) and allow for opportunities to socialize, play, engage in the arts, in athletics and in community projects.

The day care curriculum, though less structured than the school's, will nevertheless be viewed by our community as an integral part of the effort to help children develop skills, habits, understandings, knowledge and social competency.

4. SCHOOL DEMOGRAPHICS:

- a. Describe the area where the school will be located. If a facility has already been secured, please state so.**
- b. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

The school will be located in north Lawrence in an area within easy reach of the business district, the Lawrence Public Library and neighborhoods of families and young children.

This location was located because of convenient access to the downtown Common and business area, but also because the site affords the school a lovely outdoor playspace, parking, convenience to highway and surrounding neighborhoods that would support our school.

Our plan is to begin our school at this site with several alternative options to accommodate additional grades and youngsters as our school grows in numbers and adds grades. One alternative is to renovate and expand into a large mansion located on the Prospect Street property. Another is to continue to explore alternative sites for the school as new buildings become available in Lawrence during the 1995/1996 school year.

4c. Describe any unique characteristics of the student population to be served.

Many of the unique characteristics of the population we serve have been described in our answer to question 3. We have alluded to the fact that many of us are low income and single parent families, and we have described in detail how our concept of integrated services and day care will support the unique characteristics of our population.

Our population in Lawrence has always been diverse and multi-cultural, an immigrant city. We expect that the parents who choose our Charter School will reflect that diversity, with the majority being Latino in origin, as currently reflected in the city's population. Community Day Care has an outstanding record of service to multi-cultural populations. The populations we serve are diverse, but the majority of the families who choose our programs are Latino. This is due in part to our culturally sensitive programming, but also due to our success in recruiting Latino staff. Fifty-nine percent (59%) of our staff are Hispanic. The remaining staff are Asian, Italian, Irish and Lebanese Americans, reflective of our city's population.

We will draw upon Community Day Care's success in meeting the needs of a diverse population to promote the same sensitivity to multi-cultural issues in our Charter School. We appreciate that the terms "Hispanic" or "Latino" are at best ways of describing people who speak a Spanish language but are inadequate terms for applying generalizations with regard to culture or race. We come from many different geographical locations including South America, Central America, Puerto Rico, the Dominican Republic and other Caribbean countries. We avoid sweeping generalizations about groups of people and we have learned that problems families face like drug abuse and violence are more related to poverty and economic deprivation than to racial or ethnic origin.

The following points are offered in support of our ability to satisfy the needs of our Latino population in our Charter School:

- Community Day Care has had outstanding success in recruiting qualified Latino staff who meet agency standards for excellence in teaching. We will draw upon our reputation in the community to attract experienced professional staff who share our values.
- Community Day Care has an excellent history in staff development. We designed and developed the state's first college-accredited course in Spanish for child care workers. We wrote and published the first Family Day Care Manual and Child Growth and Development textbook in Spanish, both of which are being successfully marketed and sold throughout the state and nationally. We have an excellent record for hiring entry level staff; and based upon their work performance and potential, providing opportunities for that staff to progress along our career ladder.

The agency is currently developing a course on First Aid and CPR in Spanish and is translating the First Aid Handbook for the benefit of Spanish speaking teachers who need to take courses to meet state mandates for hiring and promotion. Community Day Care was the impetus behind the state's first Family Day Care Conference for Spanish speaking day care providers. We have recently received funding to organize a regional conference for February, 1994.

We propose that the Charter School will engage in an aggressive plan for recruitment and promotion of entry level staff, and that we will continue our agency's agenda for providing high quality inservice opportunities for staff development. As has been our practice in the past, we propose to be advocates for opportunities for Spanish speaking staff with regard to college courses, workshops and seminars.

- Our Charter School proposes to integrate a multi-cultural perspective into all areas of our curriculum. Classroom materials will reflect and support this perspective. For example, our music classes will include songs and instruments of South and Central America. Our children's books will tell stories of holiday celebrations in Puerto Rico and Cambodia. We appreciate the unique customs and cultures of our many diverse families, and we respect and value that uniqueness.
- Material for parents will be available in English and Spanish. As has been our practice in day care, school notices and newsletters will be translated into the two languages. Parent bulletin boards will also be bilingual. The resource library for parents and staff will have a variety of materials in both languages.
- As described on page nine, we envision a school where the food served reflects the ethnic origin of our student body and where the visual and performing arts also reflect their unique multi-cultural heritage.
- As described on page thirty-six, we will provide a bilingual education model that is based upon the concept of total immersion.
- We will build the Charter School on an understanding that our leadership, our initiative, is derived from the families we serve. Our mission is to be ever vigilant in our efforts to be responsive and responsible to them.
- Our vision, while based upon an appreciation of cultural diversity, is also based upon an ability to recognize the strengths and common aspirations that we all share in developing and implementing our school. We come with shared expectations and in support of values related to hard work and respect for each other. We share perspectives with regard to the importance of education to prepare our children for fulfilling and satisfying lives. It is our common goal of educating our children that draws us together on this rewarding and challenging journey toward building our Charter School.

4d. What is the school's anticipated enrollment"

4e. What grade levels will be served? How many students are expected to be in each grade or grouping?

We anticipate an opening enrollment of 138 students, grades K-6 in mixed age groupings of 25 children. We will expand classes over the first five years to reach a maximum 225 students and 9 grade levels. We intend to maintain a high teacher to student ratio with an overall goal of a class size of twenty five children with a teacher and teacher assistant, if possible.

We propose to increase our enrollment as follows, depending upon demand:

Year 1	K-6	138	6 groupings
Year 2	K-7	175	7 groupings
Year 3	K-8	184	8 groupings
Year 4	K-8	200	8 groupings
Year 5	K-8	225	9 groupings

5. RECRUITING AND MARKETING PLAN

- a. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.**
- b. Specifically, what type of outreach will be made to potential students and their families?**

A pitfall dangerous to new programs is the well intentioned yet potentially fatal mindset that "if we build it, they will come". Given the unique and exciting features of Community Day Charter School as described in this proposal, the assumption might be made that the "school will speak for itself" and will reach full enrollment with little energy expended in the area of recruitment. Community Day Care has recognized throughout its history, however, that decisions parents make pertaining to their children's development and safety rely upon intense scrutiny and require an atmosphere of trust. This fact is a common denominator among parents, which transcends educational experiences, income levels and cultural backgrounds. It is also a fact which Community Day Care supports philosophically in all aspects of its relationships with parents, including all marketing and outreach efforts.

We therefore envision a very aggressive multi-faceted marketing and recruitment campaign for Community Day Charter School, involving all aspects of the Lawrence community. Over the past twenty-five years, Community Day Care of Lawrence has met with repeated success in effectively building new program enrollment to maximum capacity, with current programs maintaining waiting lists. Given our tenure and position within the community, Community Day Care has been able to identify both formal and the equally, if not more important informal patterns of communication. This understanding has served as the cornerstone of all of our past recruitment efforts. We will be drawing upon these approaches and strategies in publicizing Community Day Charter School.

Community Day Charter School's founding board has set the goal of July 15, 1994 to reach full enrollment. This will require an array of outreach efforts, including the following:

- **Leafletting in English and Spanish to:**
 - area church groups
 - health clinics, pediatrician offices, dentist offices
 - community crime watch groups
 - neighborhood stores
 - human resource departments within local businesses
 - area libraries
 - banking institutions
 - parent information centers

- **Press releases in English and Spanish to:**
 - Lawrence Eagle Tribune
 - In-house newsletters published by area employers
 - Local radio stations, including: WCCM, WCGY and WNNW (Spanish speaking station)
 - Boston Sunday Globe "Northwest Weekly" Section
- **Community Meetings, held with:**
 - area church groups
 - area child care centers
 - Lawrence Public Library (main branch and South Lawrence branch)
 - the Lawrence Youth Commission
 - Cable T.V. "community call-in meeting"
- **Outreach with and through area Human Service Agencies and Health Care Institutions, including but not limited to:**
 - Department of Social Services
 - Department of Public Welfare
 - Mass Society for the Prevention of Cruelty to Children
 - Family Health Center
 - Holy Family Hospital
 - Lawrence General Hospital
 - Family Service Association of Greater Lawrence
 - Child Care Circuit (family care resource and referral agency)

- **Outreach to current families utilizing programs under the Community Day Care Center of Lawrence, Inc. as well as to families who have utilized our programs in the past.**

At any given time, Community Day Care Center provides services to over 900 families, with over 78% of these families representative of Latino cultures. Many of these families have encouraged us to pursue this Charter School initiative and have indicated their desire and willingness to act as spokespersons, in promoting Community Day Charter School within their local community groups.

- **Advertising**

Advertising will include area newspapers (English and Spanish speaking publications), local radio stations, public transportation posters.

- **Open Houses at School Facility**

Parents will have an opportunity to visit classrooms, meet staff, examine educational materials and speak with administrators.

All parent inquiries pertaining to the Community Day Charter School will promptly receive a call back from a "school spokesperson". We will draw from the School's founding board to designate a group of spokespeople, who will be trained in advance of the recruitment initiative to respond consistently and directly to all parent contacts. Parents will also receive written literature in English and Spanish, further describing the School.

As is evident from the School's curriculum philosophy, we are aware that learning occurs in a variety of ways and that the mission and challenge for us as educators is to develop an environment which promotes a variety of learning methods. This philosophy serves as the basis for our approach to community outreach and marketing as well, by providing a variety of opportunities for the community to learn about Community Day Charter School, encompassing the written word, visual materials, as well as presentations and opportunities to observe our learning philosophy in action when our teachers and administrators have the opportunity to meet and interact with potential students.

Descriptive materials related to the school will include information on the school's philosophy, class size, teacher/student ratio, data on the school's performance and level of quality, special program components, transportation plans as well the school's "equal opportunity" enrollment policy.

Promotion of Community Day Charter School will be an integral component of the school's ongoing annual activities to insure full enrollment in subsequent years and to maximize public awareness and understanding of the school. We fully anticipate that given the pioneering nature of the state of Massachusetts' Charter School initiative, Community Day Charter School will receive numerous informational inquiries from the public as well as the private sector. We will welcome and in fact encourage visits from interested parties, including but not limited to: individuals from the corporate world, community, state and local leaders, individuals from other states considering similar initiatives, educators, the media and staff from other Charter Schools. Informational materials will be professionally developed, to share with visitors as well as to distribute when attending public events and/or when making speaking engagements. Press releases will be prepared on an ongoing basis, to be submitted to a variety of local as well as state-wide media avenues, in English as well as Spanish. Just as we view future graduates of Community Day Charter School as potential "ambassadors" for the city of Lawrence, we view the school itself as modeling this role, not only for the city, but also for the Charter School concept.

6. ADMISSIONS POLICY:

6a. Describe the admission methods and standards you will use to select students.

We will keep a careful record of inquiries about our school. Parents will receive prompt information regarding the school's philosophy, program and application procedures. These will be available in English and Spanish.

Community Day Charter School's admission policies are based upon the goal of assuring the very best program for each child. To insure that goal, we have developed a process which serves to build a "contract" between the family and the school. The term "contract" has no legal meaning in the formal sense of that word but refers instead to the school and the parent building a relationship that is based upon agreement and shared values. In order to facilitate the parent and child's understanding of the school and the school's understanding of the parent and child the following procedures will take place:

- Parents (and child) will visit the school, observe in the classroom, tour the facility and meet with the Head of School to discuss the school in general and in detail. Children and parents will describe themselves and their expectations of a school. It is important for both the parent and our school to feel a "connection" in terms of what is being offered, what is required by our school and how our program will meet the child's needs. (In the case of the first year, families will visit the facility but will not have the opportunity to observe in the classroom prior to the school's opening.)
- Parents and children will be given written information about the school (English and Spanish) including school philosophy, group size, teacher ratio, the code of conduct, school policies, etc.
- Parents will also be asked to provide a developmental profile of each child by filling out a form, or if they prefer, by speaking with the Head of School. Conversations will be facilitated in Spanish as needed.
- The Head of School will interview each child with the parent present. This interview will include informal discussion and assessment in the case of younger children (K and Grade 1). In the case of children in Grades 2-8, the interview will include conversation about the child's expectation of school and the school's expectation of the child, including standards of behavior. If the exchange up to this point reveals any special needs of the child, the parent and Head of School will explore how the school will meet those special needs.
- Criteria for admission:
 - a.) Participation in interview reveals parent and/or child are choosing Community Day Charter School.
 - b.) Compatibility of child's learning style with school's philosophy and program.
 - c.) Evidence of ability of child to function in the school in a manner which supports the safety and well-being of the entire community.

A description of the application process, admissions timetable, brochure and application form are attached.

COMMUNITY DAY CHARTER SCHOOL ADMISSIONS PROCESS

1. **Application Forms** are available at the Community Day Charter School offices, 190 Hampshire Street, Lawrence, MA (682-6628 or 681-9910).
2. All **Application Forms** must be completed and returned together with the child's birth certificate to the Community Day Charter School offices, 190 Hampshire Street, Lawrence, MA no later than January 15, 1995.
3. Mandatory interviews will be arranged in advance (by phone or mail) and must take place prior to January 22, 1995 for all eligible children who have completed the application by January 15, 1995. At least one parent (or responsible adult) will accompany the student to a half-hour interview. The interview will consist of asking the child informal questions, while the parent completes an interest sheet about the child.
4. Following the interview, parents will be notified in writing of the status of their application.
 - a. In the event that there are not more applications for a class than space available, parents of eligible applicants will be assured of a space for their child. In this case, parents will be notified of acceptance by January 30, 1995. Parents will then be required to submit a "letter of intent to enroll" to the school by February 6, 1995.
 - b. In the event, however, that there are more applications than there are spaces in a class, names of eligible applicants will be submitted to a lottery which will be scheduled for January 23, 1995. Parents will be notified in writing of lottery results by January 30, 1995. Parents whose children have been accepted will then be required to submit a "letter of intent to enroll" to the school by February 6, 1995.

Children who are not accepted into a class due to their status in the lottery will have the opportunity to be placed on a waiting list for future openings, according to the order in which they were drawn in the lottery.

****In the event that additional spaces exist in any classroom after applications close on the January 15 deadline, the above admissions process sequence of steps will be repeated to fill these remaining spaces. Cycle two will follow the same sequence, and both cycle deadlines are illustrated in the chart below. In the event that no additional spaces exist in a classroom after applications close on January 15, late applicants will be put on a wait list. (When one child is drawn in the lottery, all siblings in the family will be automatically enrolled, if there is room in the classroom.)**

Cycle	Application Period Closes	Interview Completed	Notification of Status	Deadline for Letter of Intent (non-lottery applicants)	Lottery	Notification of Lottery Results	Deadline for Letter of Intent (lottery applicants)
1	Jan. 15, '95	Jan. 22, '95	Jan. 30, '95	Feb. 6, '95	Jan. 23, '95	Jan. 30, '95	Feb. 6, '95
2	March 9, '95	March 16, '95	March 24, '95	March 31, '95	March 17, '95	March 24, '95	March 31, '95

6b. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Our open admissions policy reflects our commitment to a diverse student body. We seek to bring together children of various academic abilities and intelligence to create a community of learners. We believe in being a school which adapts itself to the needs of the child. We do not conceive our school as a place with narrow or rigid criteria for admission.

Community Day Charter School will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities which will be made available to students at the school. It will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement in its administration of its admissions or educational policies or in relation to its athletic or any other school-administered programs.

7. PROFILE OF FOUNDING COALITION:

- 7a. Describe the make-up of the group or partnership that is working together to apply for a charter.**
- 7b. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**
- 7c. Include any plans for further recruitment of founders or organizers of the school.**

The founding group of our Charter School is comprised predominantly of parents, who have come together as a result of their association with Community Day Care. Based upon the excellence of our early education and school age day care programs, as well as our Kindergarten through Grade 2 school at Prospect Academy, these parents have encouraged the development of a public school which offers the sense of partnership and parent influence that has been predominant in our other programs. The parents who support our school come from a variety of associations with Community Day Care.

To provide an understanding of Community Day Care and to illustrate consistency and accomplishment with regard to the agency's mission of providing educational programs and support to working families, we offer the following history of program development. All of these programs have achieved full enrollment and are all successfully operating.

- 1969 PRESCHOOL EARLY EDUCATION** and Day Care program, founded by community volunteers and developed with funding from the Department of Public Welfare and local church groups (approximately 60 children).
- 1974 LATCHKEY SCHOOL AGE PROGRAM**, offering some 100 children after school day care, full day on school vacations and holidays during the school year and summer camp during July and August. The program curriculum includes individual tutoring, arts education, life skills education and outdoor Challenge Adventure education.
- 1975 FAMILY DAY CARE**, a day care program for children from three months to five years (approximately 150 youngsters) who are placed in the homes of contracted day care providers throughout Lawrence. Family Day Care is the State's first program to hire Latino providers, many of whom are homeowners and community leaders in Lawrence today. Family Day Care has an early history of providing family day care children with developmental screening and developing individual educational plans which are then used by providers as a basis for planning activities in the homes.
- 1980 LAWRENCE INFANT TODDLER PROGRAM**, offering child care to the young children of teen parents who must attend Lawrence High School in order to be eligible for the service.
- 1982 LOS AMIGOS CHILD CARE CENTERS**, a minority business enterprise offering preschool and school age programs in public housing in the City of Lawrence. Priority for placement in the day care programs is given to families who live in public housing and who must be working. Because of the reputation of its excellent educational programs, the Los Amigos programs have been able to be successful in attracting families from outside "the projects" into its project based centers.

- 1982 **CAREER LADDER DEVELOPMENT FOR LATINO CHILD CARE WORKERS**, the state's first program to provide child growth and development college courses in Spanish to help Latino day care teachers to meet state requirements for promotion along a career ladder in day care. The agency also developed and published the state's first Family Day Care manual and Child Development Textbook in Spanish, both of which are being successfully marketed and sold throughout the state and nationally.
- 1983 **ANDOVER COMMUNITY CHILD CARE**, a large multi-program, employer supported center at Phillips Academy in Andover offering (over a ten year period) day care and early education that meets quality standards of the educationally aware faculty and staff of Phillips Andover Academy.
- 1985 **CHILD CARE CIRCUIT**, founded over ten years ago because of the shortage of day care supply in order to help parents find available care and to stimulate the development of new day care. The program was also developed to provide training and education to parents, public and private school teachers and day care providers. Child Care Circuit has promoted the agency's mission to provide support for working families and education to all members of our community in a number of ways:
- Development of an automated child care database for use in counseling parents about the availability and characteristics of day care throughout 45 towns and cities of the Merrimack Valley.
 - Creation of resource curriculum kits offered to teachers on a low cost rental basis. Kits include an array of multi-cultural materials that appeal to a range of learning styles and are organized around a general theme. Some 100 kits were rented 950 times last year to public and private school teachers throughout the 45 towns and cities served by Child Care Circuit.
 - Training, college courses, workshops and support groups - attended by some 2500 people during 1993.
 - Administration of the state's child care voucher management program for Mass Jobs/Department of Public Welfare.
 - Partnerships and contracts with private corporations and foundations to facilitate support to working families and education to day care teachers:
 - Day care information/counseling and parent workshops for employees of GE, Work Family Directions, Raytheon, local banks, nursing homes and small businesses.
 - Training and education including courses and workshops for teachers and providers funded by Work Family Directions, United Way Mass Bay, Office For Children, and others.
 - Development of start up, turn-key day care centers for employers including Grieco Bros. (a textile manufacturer in Lawrence), Hamilton Realty, hospitals, nursing homes and churches.

- Provision of needs assessments, and feasibility studies around a range of child care related options to numerous customers interested in child care for employee benefits.

1992 PROSPECT ACADEMY, a K-2 independent school offering early education and before and after school care for families from Lawrence, Haverhill, Methuen and North Andover, as well as other scattered towns throughout the Merrimack Valley. Unfortunately, families from Lawrence, though enthusiastic about Prospect, have not been able to afford even the low cost tuition of the school. Lawrence families have urged us to provide the same excellent educational program in our new Charter School and much of the support for our Charter School is based upon the hope that the public school which we develop will have the same high quality as Prospect Academy, which is so well regarded in the Greater Lawrence community.

1993 CAMPUS LEARNING CENTER, an early education and day care program at Northern Essex Community College, Lawrence for children from three to five years, for the families of faculty, staff and students.

It is important to assure readers of this proposal of the enthusiasm and support of the Community Day Care Board for the Charter School. Representatives of that Board have worked closely with members of the founding Board to provide support and technical assistance.

Joint meetings between the groups have promoted mutual understanding and dedication to the project. Community Day Care Board members are currently working on a building committee to identify, from a range of excellent possibilities, a site for the Charter School. Representatives of both groups have met with a number of community persons to promote support for our concept, including leaders from business, government, education and the social services.

Community Day Care has a proven track record of collaboration with community groups. We are able to draw upon relationships we have already established with health organizations, social service organizations, businesses, private foundations, colleges and state organizations to garner support for our Charter School. Some specific examples of previous collaborations are listed below:

- Community Day Care recently received money from the Stevens Foundation to fund a resource van for family day care providers and funding from United Way Mass Bay to provide training courses.
- Community Day Care works with the Mass Society for the Prevention of Cruelty to Children on a contractual basis to purchase counseling and therapy service for families at various day care centers.
- Community Day Care has worked in partnership with the City of Lawrence and the Department of Training and Development to provide training programs for under-employed workers.

- Community Day Care employs a physician at the local Family Health Center as a consultant on health issues. Physicians in training come to our sites to observe our children as part of their residency requirements.
- Community Day Care works closely with the local Department of Social Services. On the state's last open bid for day care services, Community Day Care was rated by the Department as first on their list of candidates for funding.
- Community Day Care has provided employee benefit services for a number of corporations and businesses including GE, Raytheon, AT&T, NYNEX, Malden Mills, Andover Bank and numerous other clients.
- Community Day Care has received corporate donations from businesses including Raytheon, AT&T, Shawmut Bank, Essex Bank, Metropolitan Life Insurance and others.
- Community Day Care's resource staff has developed curriculum kits for a number of public schools throughout the state, and public school teachers attend workshops and seminars sponsored by our Child Care Circuit.
- Community Day Care staff serve on a variety of statewide and local committees to promote quality in education issues.
- Community Day Care staff have been workshop presenters at annual conventions of the National Association for the Education of Young Children (NAEYC).

Over the 25 year history of our organization, we have developed partnerships and relationships with more groups than we can possibly mention in this proposal. All of these relationships can be drawn upon for support for our Charter School.

We propose, however, to explore additional support for our school, should our application be approved. We have already initiated meeting with universities (University of Lowell and Boston College) to discuss the placement of interns at our school. We have also met with William S. Edgerly and at his suggestion have contacted several business leaders from our area who have expressed their interest in helping to improve public education. We look forward to utilizing the interest and enthusiasm generated by the Charter School concept to develop additional partnerships and collaborations. For example, we envision potential collaborations with the Immigrant City Archives in Lawrence, the Merrimack Valley Textile Museum, the Addison Gallery at Phillips Academy and the state's Massachusetts Cultural Council.

8. TIMETABLE:

8a. Discuss a timetable of events leading to the opening of a charter school.

Please refer to the GANT chart found on the following two pages. We have developed a timeline to track the major steps necessary to successfully open the Community Day Charter School in September, 1995. These tasks are considered major in scope but have many related, subordinate tasks not detailed in this document.

[illegible]

[illegible]

CHARTER APPLICATION: PART II

9. EVIDENCE OF SUPPORT:

- 9a. Try to convey as clearly as possible the scope of community backing for the proposed charter school.
- 9b. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

The amount of enthusiasm and support for our Charter School is truly amazing, considering the short length of time that people have known about the project. Part of the reason for the vigorous response to the legislation on the part of our community is that in many ways we have already laid the groundwork for such a school. Some 450 parents from Community Day Care have already worked together with teachers in our day care centers, family day care homes and at Prospect Academy. There is widespread support for an elementary school that incorporates some of the features of our existing programs: parent input, bilingual staff, relevant curriculum, a welcoming and warm environment, a place for family services. Community Day Care also works closely with an additional 400 families through our Child Care Circuit program. All of these families are potential supporters of our school.

Virtually every parent notified about the concept expressed unconditional support for the project. As a result, we have begun a "Coalition for the Support of the Community Day Charter School", which, in addition to parents, also includes other members of our community (public school teachers, social service workers, etc.). We propose to continue expanding and developing our coalition in order to provide support for the concept of Charter Schools in general and in order to provide support and marketing for the Community Day Care Charter School.

Letters of support are included in our proposal packet on the following pages. All persons listed below have agreed to support our application.

Clemente Abascal, Abascal Realty Trust
Alina Blanco, Teacher, Lawrence, Massachusetts
Mariana Buonpensiere, Parent, Lawrence, Massachusetts
Gary Coon, Representative, Massachusetts House of Representative(Republican)
Myrta L. Cupeles, Parent, Lawrence, Massachusetts
Eartha Dengler, Director, Lawrence Immigrant City Archives
John Dimitri, President, Northern Essex Community College
Fidelina Frias, Parent, Lawrence, Massachusetts
Kay Frishman, Executive Director, Family Service Association of Greater Lawrence, Inc.
The Rev. Jane Soyster Gould, Associate Rector, Grace Episcopal Church
Jeffrey Hernandez, Parent, Lawrence, Massachusetts
Bertram Hickman, CEO, Software Services, Inc.
Alcira Marin Kane, Community Day Care Board Member
Mayor Mary Claire Kennedy, Mayor, City of Lawrence
Larry L. Larsen, Ph.D, Clinical Psychologist, Selectman, Town of Andover
Joseph McManus, Director, Lawrence General Hospital
Ruben Nieves, President, Greater Lawrence Chamber of Commerce

John O'Brien, Senator, Massachusetts Senate(Democrat)
Ram Pant, President, Ram Pant Associates
Jorge Santiago, Ph.D, Executive Director, Centro Panamericano
Anthony Sapienza, Chairperson, Regional Employment Board, Commonwealth of Massachusetts
James Scully, Superintendent of Schools, Lawrence
Carmen Soto, Parent, Lawrence, Massachusetts
Carol Stern, Psychoeducational Consultant, Children's Hospital
Susan Stott, Business Manager, Phillips Academy
Kevin Sullivan, Parent and Former Mayor of Lawrence
Peter Vanier, Director, Regional Employment Board/Department of Training and Development
Samaria Veguilla, Parent, Lawrence, Massachusetts

We are also meeting with Dan Warner, Editor of the Lawrence Eagle Tribune to discuss our application. We hope to work with Boston and local media including television and radio to garner support for our school. We have spoken to the Wall Street Journal as part of a story on potential applicants to the Massachusetts Charter School process. We appreciate the resources made available through the Pioneer Institute and are most grateful to James A. Peyser and Linda Brown for their assistance.

Lawrence, Kansas
January 27 1994

Dear Secretary of Education,

I strongly support Community Day Care in its plan to open a Charter School in Lawrence. I believe our community will benefit of it in many ways, and perhaps this school could set a model for our entire community. There are many parents who will be glad and hopeful of this happening.

Community Day Care has contributed to the wealth of my family by providing excellent afterschool care to the children of my family that have come to the center throughout the years. Moreover, I believe the Charter school will be of great benefit to many of our children and parents in our community because of its innovating ideas, community oriented goals and the great expectation of all and each one of the persons involved in it from the beginning.

I hope this project is looked at in detail and considered a great opportunity for our children in Lawrence. They deserve the best and it can be part of it. I appreciate you take the time to read my comments. Thank you so much,
Alisa Blane

January 27, 1994

Dear Secretary:

I believe that the idea of developing a new "charter" school in the City of Lawrence is an excellent idea which I believe it will be very beneficial to all the children and parents of this city.

Also I think the Community Day Care will do an outstanding job if they could implement the plans and see upto opening this school. I give them my support in this project.

Sincerely,

MBuonpane
2 Museum St Apt 16
Law Ma 01841



The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133

GARY M. COON
STATE REPRESENTATIVE
17TH ESSEX DISTRICT

Committees on
Ways and Means
Federal Financial Assistance
OFFICE TEL (617) 722-2489
HOME TEL (508) 470-2402
WALTER C. RADULSKI
LEGISLATIVE AIDE

February 10, 1994

Secretary Piedad Robertson
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson,

I am writing in support of the proposal submitted by Community Day Care Center of Lawrence to establish a Charter School in Lawrence. Since being incorporated in 1969, Community Day Care Center of Lawrence has developed and offered programs designed to address the changing needs of our community. I personally know members of the staff and have first hand knowledge of their positive impact on the children. Their successful programs provide a valuable service to the City of Lawrence. In fact, the Community Day Care Center of Lawrence has received both state and national recognition as a leader in education.

The professional staff of the Community Day Care Center of Lawrence has developed a bond and understanding between the agency and Lawrence families. The trust and mutual respect fostered with the community places the Center in a unique position to operate a Charter School.

It has been a very rewarding experience to work with the Community Day Care Center of Lawrence in my capacity as their State Representative. I have come to appreciate the center as vital to the fabric of our community. If I can be of any service to you, please do not hesitate to contact me.

Once again, thank you for your favorable consideration of Community Day Care Center of Lawrence's proposal for a Charter School.

Sincerely,

Gary M. Coon
State Representative

148 Boxford Street
Lawrence, MA 01843
February 2, 1994

To whom it may concern:

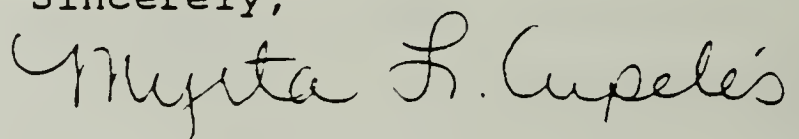
I have been involved with the Community Daycare Center of Lawrence for well over twelve years. Because I have seen the numerous programs that the Community Daycare Center has to offer, I support the idea of their plan to open a Charter School.

I have four children who have gone through various programs in the center. They have gone through Family Daycare, Nursery School, Kindergarten and Latchkey. At the present time I still have two children attending Community Daycare Center. I feel that my children and myself have benefited from the center because they have done so much in educational preparation and provide a great amount of support and trainings for parents. Once my children entered the Lawrence School System, the teachers always commented on how well prepared the children were for first grade.

A Charter School would be important to me because I know that the education that my children would receive would be far more superior than that of the present Lawrence School System. I know that the teachers would be excellent educators, and that there would be alot of parent involvement because of the supportive environment.

I believe that the Community Daycare of Lawrence has alot to offer to the children of Lawrence in preparing them educationally.

Sincerely,

A handwritten signature in cursive script that reads "Myrta L. Cupeles". The signature is written in dark ink and is positioned above the printed name.

Myrta L. Cupeles



IMMIGRANT CITY ARCHIVES

Historical Society of Lawrence and its people.

February 10, 1994

Re: Community Day Care Center of Lawrence, Inc.
Charter School

To whom it may concern:

Immigrant City Archives supports the efforts of the Community Day Care Center to start a Charter School in Lawrence, Massachusetts. Since 1969 the Center has provided quality day care for Lawrence families and their children. At the same time it has developed new programs designed to meet the special needs of the immigrant and migrant population of this city.

The Center's well trained professional staff has a track record of committed service and successful innovative programs which is recognized by social service agencies, city officials and the general public.

Immigrant City Archives believes that Community Day Care Center will be uniquely qualified to operate a Charter School in Lawrence, Massachusetts.

Eartha Dengler

Eartha Dengler
Executive Director

ED:epp



NORTHERN
ESSEX
COMMUNITY
COLLEGE

ELLIOTT WAY HAVERHILL MASSACHUSETTS 01830-2399 TELEPHONE 508/374-3855 FAX 508 374-3723

February 1, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
Room 1401, McCormack Building
One Ashburton Place
Boston, Massachusetts 021080-1696

Dear Secretary Robertson:

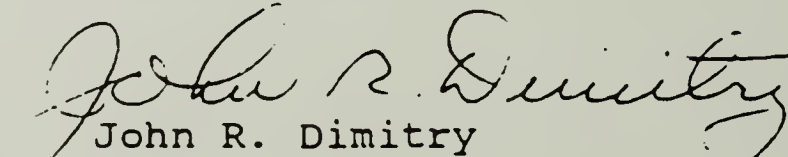
I am pleased to provide support for the Community Day Care Center's proposal to implement a Charter School.

Northern Essex Community College has for many years been working collaboratively with the Community Day Care Center in Lawrence to design, promote and deliver quality programming and services for child care providers in the Merrimack Valley. Our longstanding experience has been a positive one. We find that there is strong leadership, a very capable staff and a keen sensitivity and responsiveness to community needs. The staff work is completed promptly, is of high quality and reflects a positive and productive working environment.

We have been particularly impressed with the Community Day Care's "networking" capacity and with the high regard in which it is held by area agencies. It is clearly a leader and advocate in the field, well managed and committed.

I strongly urge you to give favorable consideration to the Community Day Care's proposal.

Sincerely,


John R. Dimitry
President

JRD:cgp

A quien pueda interesar.

Por medio de esta comuna
por ya es este Proyecto fantástico
bien, el que community dare cont.
crea una nueva escuela para
padres que tengan la necesidad de asis-
tencia para sus hijos, y no tengan recur-
sivos económicos.

A mi parece este Proyecto va a
funcionar bien y con éxito, ya que
muchos Padres buscan lo mejor para
sus hijos, y community tiene un buen
Programa, y muchas oportunidades
para con los padres y sus Profesores
tales como training y buena cooperación
con los padres, y una gran asistencia
para con los niños.

Espero que este programa siga
adelante cada día, más y más.

Gracias,
Fidelma Fries



Family Service Association of Greater Lawrence

430 North Canal Street, Lawrence, Massachusetts 01840 Telephone: 508/683-9505

February 10, 1994

Sheila Balboni
Community Day Care Center
of Lawrence, Inc.
190 Hampshire Street
Lawrence, MA 01840

Dear Ms. ^{Sheila} Balboni.

Family Service Association of Greater Lawrence is pleased to write you a letter to support your application for a charter school to be located in North Lawrence.

The Community Day Care of Lawrence has provided highly successful and professional services of education and child care since its funding in 1969. It has always responded to unmet needs and designed programs which are important to Lawrence's residents.

FSAGL is a social service agency providing a broad range of programs. It is licensed as a mental health and substance abuse clinic, does outreach work with elderly, provides Employee Assistance Programs, and many community outreach programs including peer leadership in the Lawrence schools, staff training and consultation, and a Latino Education series. In our community work we continue to admire the work of the Community Day Care Program. We have seen how it benefits residents, the professional quality, and commitment of staff.

We wish you success in your application and in the efforts to provide quality education to residents of Lawrence.

Sincerely,

Kay Frishman
Executive Director

KF:qm

GRACE EPISCOPAL CHURCH
35 JACKSON STREET, BOX 467
LAWRENCE, MA 01810
(508) 682-6003

February 10, 1994

To whom it may concern:

I have been asked to write a letter in support of Community Day Care Center of Lawrence's efforts to implement a Charter School. I believe that my involvement with children and education in Lawrence as well as my long standing relationship with Community Day Care make me a particularly appropriate person to recommend their application to you.

Currently, I serve as the Associate Rector of Grace Episcopal Church in Lawrence. I direct two church sponsored after school programs, read aloud in a bilingual 3rd grade class, recruit church and community volunteers for our programs with neighborhood and parish children, participate in the Lawrence Business-Education Collaborative, work with the Education/ Youth Task Force of the Merrimack Valley Project, participate in the Adolescent Parenting and Pregnancy Prevention Coalition, and serve as the community liaison on the Leahy School Council.

Through my work with children and young people in the community as well as with the families of our parish, I know the struggles of poor people trying to give their children a better chance. Parents want their children to be safe, healthy, and productively engaged in school. Unfortunately, for many, the Lawrence Public Schools do not meet these basic requirements, and private and parochial schools are not affordable. School choice is an option for some but it requires long bus or car rides, significant parental flexibility and support, and the ability to live in two worlds at the same time. The children of Lawrence need a new option. The children of Lawrence deserve a Charter School.

In providing for independently operated public schools, the Charter School legislation offers communities like Lawrence the hope of innovative, public education in the heart of the city. Ultimately, one Charter School will not be enough but we can hope that others will come and that their methods of teaching and management will act as leaven raising the quality of public education in the city as a whole.

As I look around the city, I see no group as uniquely qualified to initiate a Charter School for Lawrence as Community Day Care. Through their ever-expanding program, they have responded creatively and productively to the needs of the children

of Lawrence for the last twenty-five years. Day care, after school care, bilingual day care, training of Latino day care providers, early childhood education, curriculum packets, day care referrals, whatever the expressed need of the community, Community Child Care has responded. Rather than ignoring or denying the realities of life in Lawrence, Community Child Care has gone out of its way provide services, employment, training, and support to community residents.

In 1969 GLEAM (Greater Lawrence Ecumenical Area Ministry) launched Community Day Care to provide quality, affordable day care in the city. A decade later when I moved to the Merrimack valley to teach high school, I served on the GLEAM Board which still shared space on Wyman Street with its first creation, Community Day Care. Wyman Street was, and is, not only a day care center but a community center. It is a sign of hope in a tough neighborhood. For the last nine years, I have been a day care consumer with my own two children spending their preschool years at Andover Community Child Care on the Phillips Academy campus where I live and my husband teaches. My four year old takes field trips with his Wyman Street buddies; he loved the day his Wyman Street friends came to visit his class and got to go on a nature walk with him. This year the Community Child Care Latchkey program needed more space and returned to its original site, Grace Church. Every afternoon elementary age children come to the church for activities, homework support, gym time, and hanging out with friends.

Over my fifteen years in the Lawrence area I have respected and supported the work of Community Child Care. Consistently the problems that have overwhelmed others, Community Child Care has approached as opportunities. Another opportunity presents itself-- providing quality, public education for poor, inner city children. Charter Schools are a good idea and Community Child Care should be given the chance to work their magic yet again. My only regret is that my Andover address will keep my children from being able to attend the Community Child Care Charter School.

Please feel free to contact me if you have any questions or if I can be helpful in any way.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jane Soyster Gould", written over a horizontal line.

The Rev. Jane Soyster Gould
Associate Rector, Grace Episcopal Church

To whom it may concern:

I recently assisted a meeting with other concerned + interested parents about a charter school. This session was held by Community Day Care. I personally feel that this organization has the attitude and professionalism required to make a school of this type a complete success.

Sincerely

Jeffrey Herman

6 Inman St. Apt 1
Lawrence, MA. 01843

February 3, 1994

To Whom it may concern:

For the last twelve years I have been involved with the Community Day Care Center as a parent using the Family Day Care Program and as a Board member.

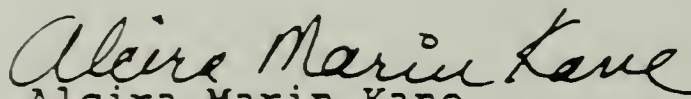
It has been a pleasure to serve on the Board because of the commitment of the community from the Director and the staff and the initiatives that have been presented and successfully developed throughout the years. The types of programs that have been implemented are a real success, provide valuable and unmet services for the community and are financially sound.

Because the Community Day Care has been able to maintain and prove an excellent track record with all its programs, they are in a perfect position to design and operate a Charter School. Their commitment to excellence, the respect for the community, and the professionalism of the staff makes the agency respected not only by the community, but also from the professional and business colleagues. Letting the Community Day Care run a Charter School will give families and especially children in the Lawrence community a great opportunity to benefit from the quality of education, supportive environment, parent involvement, and community support that has been lacking in the Lawrence School System for so long. A Charter School run by the Community Day Care in Lawrence will be a success story for both Lawrence and the Charter School Initiative.

I can think of no other agency or group that is in a better position to successfully run a Charter School in Lawrence and benefit not only the children, but the community at large.

Please feel free to contact me if you want further details.

Yours truly,


Alcira Marin Kane
(508) 687-1177

Office of the Mayor City of Lawrence, Massachusetts



Mary Claire Kennedy
MAYOR

February 9, 1994

I am writing in support of Community Day Care's application to open a charter school in Lawrence.

Prior to becoming Mayor of Lawrence, I served as Director of the Lawrence Area Welfare Office. In that capacity, I had the opportunity to work with Sheila Balboni and the Community Day Care Center of Lawrence. Not only are they efficient and effective in their delivery of services, but they are also caring and keenly aware of the needs of families in our community.

Community Day Care has a proven track record in developing new programs to meet the ever changing needs of our largely immigrant population. They have received state and national recognition as a leader in education.

I believe that Community Day Care is in a unique position to operate a charter school because of its demonstrated commitment and sensitivity to families in the City of Lawrence. I do hope you will be able to approve this application and allow Lawrence to be the first City in the Commonwealth to open a charter school.

Sincerely,

Mary Claire Kennedy

Mary Claire Kennedy
Mayor

LARRY L. LARSEN, Ph.D. AND ASSOCIATES
PARK STREET VILLAGE
63 PARK STREET
ANDOVER, MASSACHUSETTS 01810
TEL 508-475-6622

LARRY L. LARSEN, Ph.D.
CLINICAL PSYCHOLOGIST

ERIC C. STUBENHAUS, Ph.D.
CLINICAL PSYCHOLOGIST

GINA-MARIE BONANNO, M.Ed.
NEUROPSYCHOMETRY - COUNSELING

MARTHA SCHMIDT
OFFICE ADMINISTRATION
AND APPOINTMENTS

NANCY LARSEN
ACCOUNTING

AGATHA DeYOREO
WORD PROCESSING

February 10, 1994

Community Day Care Center of Lawrence, Inc.
Old Library Professional Building
190 Hampshire Street, Room 302
Lawrence, MA 01840

To Whom It May Concern: .

I am pleased to write a letter of support for the formation of the Charter School in Lawrence, Massachusetts.

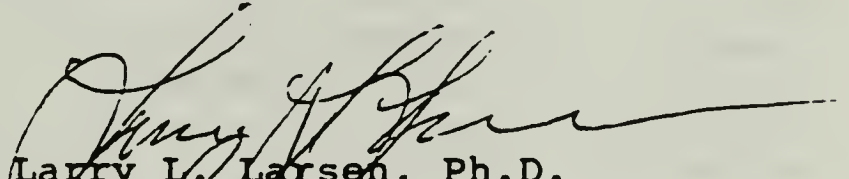
I have lived in the Lawrence area for over a quarter of a century and have been involved in numerous community boards as well as direct services to youngsters in the Greater Lawrence area both psychologically and educationally. I have been aware, additionally, of the fine work in the preschool program which is the antecedent of the Charter School. This group has been in business since 1969.

Lawrence is an area with endless needs. Key among them, in this immigrant city, is a pace-setting, innovative, and community based school. Indeed, all of the educational institutions of which I am aware in Lawrence find it very difficult to meet the multiple needs of their students.

The Charter School is such an effort. It will address the dreams and hopes of a wide variety of clients from different cultural and ethnic backgrounds. It will afford them a chance to have a piece of excellence and to feel they are intimately involved with the educational process for their children. The benefits of such a program may not be felt for a year or five, but the eventual gifts to Greater Lawrence will be beyond calculation. We are a city desperately in need of leaders, and they will be encouraged by the community based participation in the formation of the program for this school as well as in the minds of the young who will eventually grow up to serve.

I am acquainted with the staff, and they are an exciting, energetic, service oriented group of caring people. They are bright. They are realistic. They are competent. They are not newcomers to the Lawrence scene. This project deserves support and funding and will be seen by the Commonwealth as a beacon and model for what can occur in education everywhere, even in an immigrant city as complicated as Lawrence.

Sincerely,



Larry L. Larsen, Ph.D.
Clinical Psychologist
Selectman, Town of Andover

LLL/ady



Lawrence
General
Hospital

Lawrence, MA
01840-1599
Lawrence MA 01840-0389
(508) 683-4000

Joseph S. McManus
President

February 10, 1994

Department of Education
Piedad F. Robertson, Secretary
Executive Office of Education
1 Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

SUBJECT: Letter in Support of Community Day Care Center of
Lawrence, Inc.'s Efforts to Implement a Charter
School

Lawrence General Hospital, founded in 1875, exists to benefit the Greater Lawrence community. We seek to improve the health status of residents in the City of Lawrence and the immediate area. We believe that the socioeconomic and education level of residents in the City of Lawrence is associated with health status.

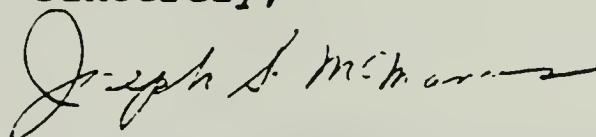
Demographic and epidemiology studies have convinced us that, as the education level of the community rises, the opportunity for improving the community's health status also increases.

We are pleased to learn of the Community Day Care Center of Lawrence, Inc.'s efforts to implement a Charter School. This Charter School is not only a unique opportunity for all those who will participate, but validates the efforts of many educational, social service and health organizations seeking to improve the quality of life in the City of Lawrence and the surrounding area.

The Hospital has reviewed the Concept Paper, Community Day Care Charter School, submitted by Community Day Care Center of Lawrence, Inc. and has a working relationship with Prospect Academy, one of the schools cited in the Concept Paper. Many of our health care professionals who work here at Lawrence General Hospital have enrolled their students in Prospect Academy. The Hospital is pleased to have Prospect Academy, which is contiguous to our campus, as a neighbor, and looks forward to a continuing relationship for many years to come.

We are proud to join with the Mayor of the City of Lawrence, the School Superintendent and Community Leaders in supporting this application.

Sincerely,

A handwritten signature in cursive script, reading "Joseph S. McManus", with a long horizontal flourish extending to the right.

Joseph S. McManus
President

JSM/sd



The Spirit of Enterprise

January 31, 1994

Piedad Robertson, Secretary of Education
Department of Education
1 Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

The Community Day Care Center of Lawrence, Inc. has been a resource to Lawrence families since 1969.

Community Day Care has a proven track record in developing new programs to meet the unmet needs identified in the Lawrence community. Every new program implemented by Community Day Care has met with success and continues to provide valuable services to the city.

Community Day Care Center of Lawrence, Inc. has received state and national recognition as leader in education, through the efforts of its early childhood staff as well as through the comprehensive training opportunities it has developed and implemented throughout its history.

Community Day Care Center is in a unique position to operate a Charter School. This is due in large measure to the agency's demonstrated commitment to an understanding of the city of Lawrence, the level of trust formed between the agency and Lawrence families as well as the mutual respect fostered between Community Day Care Center of Lawrence, Inc. and its professional colleagues.

Truly yours,

Ruben Nieves, Chairman of the Board





COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE BOSTON 02133

SENATOR JOHN D. O'BRIEN

SECOND ESSEX AND
MIDDLESEX DISTRICT

Room 520

TEL 617 722-1612

LOCAL PHONE 508 478-8478

COMMITTEE

COUNCIL

CLERK

DEPUTY CLERK

LEGAL AFFAIRS

PUBLIC SERVICE

February 4, 1994

Community Day Care Center of Lawrence, Inc.
Old Library Professional Building
190 Hampshire Street Room 302
Lawrence, MA 01840

To Whom it May Concern:

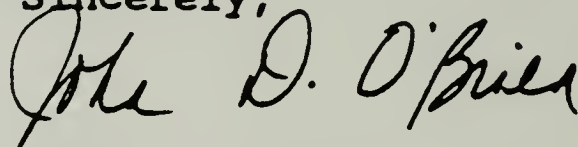
Under the Education Reform Act of 1993, an option to establish charter schools is provided. The purposes for establishing charter schools are varied, ranging from stimulating the development of innovative programs, to providing teachers and parents with greater options, as well as alternative, innovative methods of educational instruction. All of these are designed to encourage accountability in our educators and administrators. I am writing this letter as an endorsement of the Community Day Care Center of Lawrence, Inc., proposal to implement a Charter School for grades K-6.

For the last twenty years through their child care programs the Community Day Care Center of Lawrence, Inc., has been an important resource to Lawrence families. Community Day Care Center is in a unique position to operate a charter school, due in large measure to the agency's demonstrated commitment to and understanding of the City of Lawrence and the importance of community based organizations to the city. The level of trust formed between the agency and Lawrence families, as well as the mutual respect between Community Day Care and its professional colleagues, exemplifies their effectiveness. I have no doubt that they will carry this over into the design and implementation of a charter school.

Community Day Care Center of Lawrence, Inc. has received state and national recognition as a leader in education through the efforts of its early childhood staff as well as through the comprehensive training opportunities it has developed and implemented throughout its history. Community Day Care has provided training and education programs for both public school teachers and day care providers throughout the Merrimack Valley and the North Shore. Community Day Care Center of Lawrence, Inc., has shown its ability to generate successful results through the execution of the goals established in their infant/toddler

programs, early education for preschoolers, after school latchkey and teen mother child care initiatives. For these reasons I wholeheartedly support the proposal by Community Day Care center of Lawrence, Inc., to establish a Charter School in the City of Lawrence. Please feel free to contact me if I can be of any further assistance to you.

Sincerely,

A handwritten signature in black ink, reading "John D. O'Brien". The signature is written in a cursive style with a large, stylized "J" and "O".

John D. O'Brien
State Senator
Second Essex and
Middlesex District

JOB:mm1



Centro Panamericano

Stonell Building
90 Broadway St.
Lawrence, Massachusetts 01840
Telephone 794-1025

February 7, 1994

Sheila Balboni, Executive Director
Community Day Care Center of
Lawrence, Inc.
Old Library Professional Bldg.
190 Hampshire St., Rm. 302
Lawrence, Ma. 01840


Dear Ms. Balboni:

It is with great pleasure that I write this letter of support for Community Day Care's efforts to develop a Charter School in Lawrence. I can think of no one else in the area that can develop such an initiative that will run quality educational services that will also be culturally sensitive to the needs of the Latino community.

For years Centro Panamericano, Inc. has worked closely with Community Day Care in many areas. In all these joint efforts we have seen Community Day Care's abilities to provide child care and educational services to Lawrence's varied community in a sound and professional manner, especially to those of Latino background. These facts are the result of your agency's demonstrated commitment to and understanding of the city of Lawrence. Further, the level of trust formed between the agency and Lawrence families, as well as the mutual respect fostered between your agency and its professional colleagues, clearly show your ability to develop and implement a good Charter School.

Over the years Community Day Care Center of Lawrence, Inc. has received much state and national recognition as a leader in education; and it would be unfortunate if a Charter School initiative were granted to another institution far removed from understanding the nuances of the Latino Community (e.g., local municipality). It is for these (and many other reasons) that Centro Panamericano, Inc. strongly supports your efforts to develop a Charter School in Lawrence. If we can be of any help do not hesitate to call. Best of luck!

Sincerely yours,


Jorge Santiago, Ph.D.
Executive Director

5 Lincoln Street
Arlington Mass.
02174

Piedad Robertson
Secretary Of Education
Department of Education
Commonwealth of Massachusetts
Boston, Mass.

Dear Piedad,

I urge you to consider favorably the application for The Community Day Care Charter School presented by the Community Day Care Center of Lawrence, Inc. This application is an unique opportunity for the City of Lawrence and for the Commonwealth. There is no other community that has more problems in its education system and yet offers more possibilities for success in this kind of endeavor than Lawrence. What we can learn in Lawrence about how to organize charter schools and how to succeed with them is particularly important to all the old industrial cities that are struggling to survive under the burdens of a shrinking tax base, an increasing welfare case load, a large non-english speaking population, a high drop out rate, and a high incidence of teenage pregnancy.

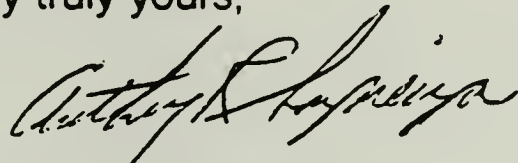
Community Day Care is uniquely positioned to make a charter school work in Lawrence. For twenty plus years it has been a grass roots organization providing child care services to the most needy members of the community. This agency has a history of community involvement second to none in the city. The agency's mission has been to provide excellent child care services which support working parents and to educate children, parents, teachers, and the entire community. It has achieved both state and national recognition for these efforts and has developed an excellent staff capable of providing a wide array of services.

My personal involvement with Community Day Care goes back to 1985 when staff there and at the Child Care Circuit assisted me and my company in establishing the Merrimack River Community Child Care, Inc., an on-site, company sponsored day care center for the children of the employees at Southwick/Grieco Brothers in Lawrence. I can personally attest to the competency, professionalism, and commitment that this agency brought to that endeavor. What was most evident was the sensitivity to our ethnic workforce and their special needs, and the commitment to providing a first class educational experience for our employees' children. Also the staff knew how to work with us business people, understanding both our needs and fears as we embarked on this new adventure called child care. The subsequent recognition of Grieco Brothers as one of the 60 Best Companies in America by *Working Mother* magazine, and MRCCC'S recognition as "Best on the Block" by the Women's Congressional Caucus are both testaments to the fine work that Community

Day Care was a part of.

In summary, I can only say that Community Day Care is a very deserving applicant for its charter school proposal because the agency and its Board of Directors have access to resources for education, have an understanding of the community, have a history of involvement with the business community, and have always empowered children and their parents to make excellent education possible.

Very truly yours,

A handwritten signature in black ink, appearing to read "Anthony R. Sapienza". The signature is fluid and cursive, with a large initial "A" and "S".

Anthony R. Sapienza
Co-Chair, Mass Jobs Council



James F. Scully
Superintendent of Schools

185 Essex Street
Post Office Box 1878
Lawrence, MA 01840

508 975-6905 Ext. 304
FAX 508 975-6904

February 8, 1994

Ms. Sheila Balboni, Director
Community Day Care Center of Lawrence, Inc.
190 Hampshire Street
Room 302
Lawrence, MA 01840

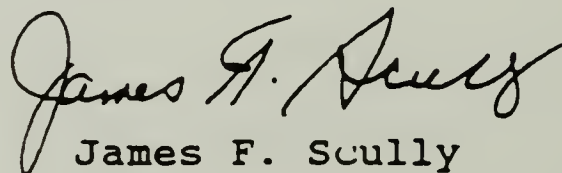
Dear Ms. Balboni:

I am pleased to offer this letter in support of the Community Day Care Center of Lawrence's efforts to implement a Charter School. As Superintendent of Schools I have had an opportunity to observe your agency's demonstrated commitment to provide quality programs and services that meet the unique needs of our community.

You have successfully worked with members of my staff and other agencies to implement a variety of programs including those associated with the Community Partnerships for Children Grant. Further, the Community Day Care Center has emerged as a leader in early childhood education providing quality staff development programs for educators throughout Greater Lawrence.

It is my perception that children and parents in Lawrence will support the expanded educational opportunities that a Charter School can provide. Community Day Care's proven ability to implement quality programs and services indicate to me that it can indeed succeed as a Charter School.

Sincerely,


James F. Scully

JFS/so

1/27/94

Dear Mr. [unclear],

This seems to be a
very good and promising idea
Lots of moral support and education
in all fields of life not only
in schooling. I hope you consider
it very well before making a decision,
our children need better education
to grow up as better people

Thank you

James H.



Children's Hospital

February 10, 1994

To Whom It May Concern:

I am writing in support of The Community Day Care Center of Lawrence in their efforts to implement a Charter School. Over the past year and a half, I have had the opportunity to observe and consult to several of their programs. The Center is truly a unique school, which has a strong commitment to and an understanding of the city in which they offer their programs. Their uniqueness lies in the ability to provide an enriched, challenging curriculum for all children, while at the same time taking the initiative to offer support and varied learning techniques to meet needs of children who may require alternative teaching styles.

Additionally, I have observed their strong commitment to the families. They take great effort to meet individually with parents to offer support and to help them, to better help their children.

Lastly, I have noted that The Community Day Care Center staff are an extremely committed and resourceful group of professionals.

Sincerely,

Carol Stern

Carol Stern, M.Ed.
Psychoeducational Consultant
Fegan 6

4 Roseland Road
Andover, MA 01810
February 8, 1997

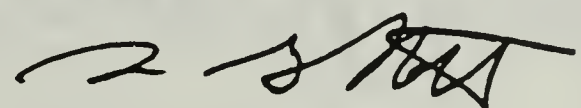
To Whom it may concern:

I have been associated with the Community Day Care Center (CDCC) for 20 years, since my two daughters attended the preschool program in 1973-74. When I asked how I, as a parent, could be involved in the Center I was asked to join the Board of Directors and have been remained involved ever since. Over the years CDCC has identified and responded to the child care needs of the Lawrence community. First there was the latchkey program, then family day care and then additional centers responding to the needs of the growing latino community.

Almost 10 years ago a collaborative school to serve Andover, Lawrence and the greater Lawrence communities was proposed. It was to provide a quality multicultural education for children in Greater Lawrence whose parents chose to enroll them. Unfortunately this proposal was defeated. However, on a much smaller scale, CDCC initiated Prospect Academy to serve students from the same Greater Lawrence communities and stepped in to fill another unmet community need. Because it has provided a quality education it has succeeded in drawing an ethnic and economic mix. Prospect Academy demonstrates that the CDCC is innovative and not only able to provide quality child care, which has always been as much about education as about child care, but also has an educational vision which has drawn students both from Lawrence and the surrounding suburban communities.

The Community Day Charter school offers the opportunity to realize the vision of the collaborative school and serve a much broader population of students than could be served at Prospect Academy. I believe the Charter School will become an educational model for the area. At its best it will develop a curriculum and educational philosophy that will spread to other public schools. At the least it will serve its own students and the City of Lawrence very well. I urge you to approve the application of the Community Day Care Center to develop a Charter School in Lawrence.

Sincerely,



Susan Garth Stott

February 8, 1994

Secretary Piedad Robertson
Mass. Department of Education
c/o Community Day Care Center of Law. Inc.
Old Library Professional Building
190 Hampshire St.
Room 302
Lawrence, MA 01840

Dear Secretary Robertson:

As the former Mayor of Lawrence (1986 - 1993) I would like to take this time to communicate my support of Community Day Care of Lawrence's efforts to implement a Charter School.

The Community Day Care of Lawrence has been a resource to Lawrence families since 1969 and has a proven track record in developing new programs to meet the otherwise unmet needs identified in the community.

The Community Day Care of Lawrence has received state and national recognition as a leader in education and I am proud of their commitment to our city. The staff of this fine school has a real understanding of Lawrence and has formed a long lasting trust with its people. The citizens of Lawrence have come to depend on the important and high quality services offered by this school.

The City of Lawrence is crying out for new innovations in education. The Weld Administration under your direction as well as with the support of so many others has broken the mold of the old outdated techniques and has replaced it with a can do attitude that focuses on creativity, excellence and competition within the educational arena. These are bold but yet necessary changes. It is my opinion that the Community Day Care Center of Lawrence is up to the challenges which the Charter school concept demands. Thank you for your consideration.

Sincerely,



Thomas J. Sullivan

Lower Merrimack Valley Regional Employment Board

237 Essex Street
Lawrence, MA 01840
Tel. (508) 683-9963
(508) 682-7099
Fax (508) 794-1901

February 11, 1994

Dr. Piedad F. Robertson
Secretary of Education
McCormack Building - Room 1401
Boston, MA 02108

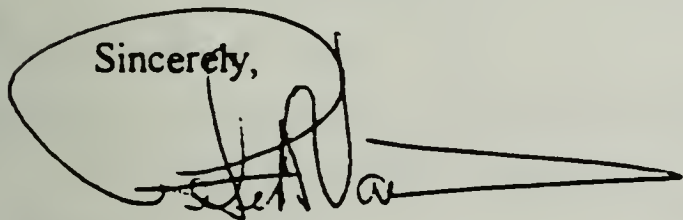
Dear Secretary Robertson:

I am writing to support the Community Day Care Center of Lawrence, Inc.'s application for a Charter School. Community Day Care of Lawrence, Inc. has been a resource to Lawrence families since 1969. They have a proven track record in developing new and innovative programs to meet needs identified in the Lawrence community. Every new program implemented by the agency has met with success and continues to provide valuable services to the city.

Community Day Care Center of Lawrence, Inc. is in a unique position to operate a Charter school. This is due largely to the agency's demonstrated commitment to and understanding of the city of Lawrence, the level of trust formed between the agency and Lawrence families as well as the mutual respect fostered between Community Day Care and its professional colleagues.

I have worked closely with this organization on several successful programs, including the establishing of the Grieco Brothers Child Care Center. I appreciate the consideration you and your staff will give to this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter A. Vanier", is written over a large, hand-drawn oval. A long, thin horizontal line extends from the right side of the oval.

Peter A. Vanier
Director

PAV/mk

cc: Leonard A. Wilson, LMVREB President

73 Prospect St
Lawrence, MASS.
0184

January 27, 84

Dear Secretary.

I am writing to you because I am
very ~~happy~~ to hear about Charter school coming to
Lawrence Massachusetts. As a parent, I feel
that this new school will make a difference
to our children's learning abilities. I feel and
am confident that Community Daycare of Lawrence
can make this school work. I want them to
have the opportunity to run the school.
I know of many many parents who will
send their children to this school and my
children too.

Please take your time, and consider the
difference if Community Daycare can run this
new school.

Sincerely yours.

Thank you.

- E. V. Vane
Samantha
179 Walnut St
Lawrence MA 018

10. EDUCATIONAL PROGRAM:

10a. In detail, describe the educational program of the school.

10b. What is the basis for the teaching methods to be used?

The academic program of the Community Day Charter School is developed within the context of broad academic objectives for student learning. Learning takes place within the context of shared values, and it is these values which support the development of intellectual habits that students will use throughout their lives. These habits are integrated into the curriculum described below. They include habits related to communication, perspective, analysis and the like.

In keeping with our belief in interdisciplinary learning, integrated themes and mixed age grouping, we will address the educational program and teaching methods together, outlining curriculum development and content, pedagogy and our educational philosophy.

The educational program of Community Day Charter School will be designed to accomplish the academic and non academic outcomes as stated in the response to question 2, beginning on page four. We believe that an individualized experience is required for each child, with maximum levels of communication between students, teachers, parents and staff.

Community Day Charter School will participate in the Massachusetts Educational Assessment Program and the Massachusetts Basic Skills testing program as defined in 603 CMR 30

Educational Principles:

- *Each student will be held accountable to high standards of achievement.*
- *Each student will successfully achieve levels of competency in the stated fields of knowledge, understanding and habits.*
- *Each student will recognize her own strengths and values, becoming a responsible member of the community of learners.*
- *Each student's experience at Community Day Charter School will serve as preparation for life long learning and career awareness.*
- *Each student will develop an appreciation of diverse cultures and cross-cultural perspectives that are embedded in all areas of curriculum.*

PEDAGOGY

To accomplish the above objectives, our pedagogy will reflect the following basic beliefs:

- *We believe that every student needs to be challenged to achieve understanding and skills in each curriculum area.*
- *We believe that when children's natural curiosity is tapped, they will be able to learn.*
- *We believe that all students need to connect what they are learning with their prior knowledge.*
- *We believe in an "active learning" approach, comprised of hands-on activities, problem-solving, group discussions and evaluations, independent and cooperative projects.*
- *We believe that sufficient time is needed to cover material in depth, to pursue related ideas and topics and to explore themes on a creative level.*
- *We believe in a variety of groupings for students. Mixed age classes allow for social growth, peer tutoring and modeling of behaviors. Small groups can work on individual skills as needed but will vary from area to area. See specific description of multi-age grouping found below.*
- *We believe integrated themes allow children to make associations between disciplines and connections to the real world, and that these associations then begin to influence their lives and how they interact with the world around them.*
- *We believe in a balance of teaching methods including lecture, group discussion, discovery and individual tutoring.*
- *We believe in assessment of what children know in order to build themes which span their breadth of knowledge and skill level.*
- *We believe in using primary sources whenever possible, for example, artifacts from other countries to teach about culture, the Merrimack River for classes in water science and the textile mills as part of a theme on the history of the Merrimack Valley.*
- *We believe in using field trips to places like local bakeries, businesses, the fire station and the courts to extend the classroom into the community.*
- *We believe that each child has a unique learning style, reflecting his own strength in a range of intelligences (H. Gardner). We will teach in many modalities to heighten each child's ability to connect to the information and to the understandings that our curriculum offers.*

- *We believe that children learn through play. Elements of play must be included in the daily planning of classes.*
- *We believe that children need to see the meaning in the work they are doing. As much as possible, all work will have meaning.*
- *We believe that children need the freedom to risk and make mistakes in order to learn.*

Four areas of our pedagogy have been highlighted below to provide a detailed description of our School's intended approach. These refer to our use of themes, our approach to classroom composition, our philosophy of bilingual education and our emphasis on the development of study skills.

A Thematic Approach to Curriculum

The development of integrated themes will be a primary focus of the school community. Initially, teachers will develop thematic units within their own classroom or in conjunction with another class. Eventually, we will do some "all school" themes.

Themes will be on a two year cycle since children will spend two years with one teacher. (Refer to Multi-Age Groupings below.) Each theme will be constructed to include as many disciplines as possible. As often as possible, themes will include a multi-cultural dimension. Possible themes include but are not limited to:

Shelter/Houses
Habitat
Five Senses
Mysteries
Antarctica
Insects
Pilgrims-Then and Now
Weather
Self-Concept
Families
Dinosaurs
Rain Forest
Gramma and Grampa's Attic
Forest Animals
Biographies
Bones
Exploration
Castles
The Human Body
Textiles
The Community
Outer Space

Light
Aging
Animal Care
Canals
City/Country
Mill History
Composition
Transportation
Hibernation
Machines
Archeology
Rocks/Gems
Ocean
Water
Literature
Plants
Communication
The Frontier
United States
The World In Which We Live
Fire

The Child Care Circuit's curriculum "Kits for Kids", Museum of Science kits, and the Discovery Van mini museum will be used to supplement our classroom materials. Regular library trips, museum visits and visits to field sites will enhance children's awareness of the inter-relatedness of their studies.

A key element of our thematic approach will be the use of primary resources. Whenever possible, authentic artifacts, guest speakers and field trips will be used to present ideas. Some resources identified are included below:

Merrimack River	Textile Mills and Museum
Paper Mills	Lawrence Heritage State Park
Architecture of the city	Weir Hill, Boston Hill
Lawrence Police Department	Lawrence Fire Department
Immigrant City Archives	Lawrence Airport
Andover Historical Society	North Andover Historical Society
Lowell Historical Park	Andover Village Improvement Society (AVIS) Reservations
Portsmouth Children's Museum	Ipswich Audubon
Addison Gallery of Art	Peabody Museum
Merrimack River Boating	Child Care Circuit

We believe that children learn best when they are building on prior knowledge. As each theme is introduced, teachers will assess information already learned and will build on that knowledge. As themes recycle through the curriculum, they will be addressed in innovative, age appropriate ways. We have illustrated this process for this proposal, showing how a theme will be addressed in each of the curriculum areas at each age level. Please refer to the chart entitled "Study of Anatomy" on page sixty-nine.

Multi-Age Groupings in the Classroom

It is our belief that the educational program described in detail above is best supported by the use of mixed-age or multi-age groupings because:

- *Multi-age classrooms join two or more grade levels. Children stay with the same teacher and peer group for more than one year, creating a cohesive entity and a sense of belonging.*
- *Groups are heterogeneous, which maximizes opportunities for individual growth and group interactions with potential for peer modeling and coaching.*
- *Curriculum development and learning is approached from both a teacher directed and child-centered framework, creating an important balance.*
- *The base of knowledge, understanding and skills is enhanced through creation of continuous levels of learning in which content is introduced and expanded upon every two to three years.*
- *Children's grouping is based on their learning styles and development, rather than on arbitrary chronological criteria.*

This model of education also affords the following advantages:

- *It allows for the child's individual rate of development.*
- *It creates a family-like setting.*
- *It provides teachers an opportunity for a long-term relationship with the individual child and family.*
- *It offers academic stimulation and social interaction by grouping children according to unique characteristics.*
- *It emphasizes group process and individual accountability.*

Bilingual Education

The bilingual program we propose is a form of immersion. Non-English speaking children and English speaking children will learn together in classes. Instruction will be primarily in English. In each class there will be a bilingual teacher or assistant teacher (Spanish/English) who will support youngsters with limited English proficiency.

This program has four goals:

- *To help students be proficient in English, spoken and written.*
- *To assure growth in content areas while English is being learned.*
- *To create a cohesive, caring group of children in a classroom environment that acknowledges differences but also supports the common needs of all youngsters.*
- *To promote understanding and appreciation for the diverse world in which we live.*

Because instruction is given verbally and visually, in large groups and small groups, there will be time for individual explanations. In a mixed age setting, other bilingual children may serve as tutors in the apprenticeship model. Children will be encouraged to ask questions and seek clarification in Spanish, if they are struggling with content areas in English. We acknowledge the need to provide for the distinct needs of older children who come to us with no English and the necessity to provide special help for those youngsters in content areas.

We will use the Primary Language Record as a way of assessing language used in speaking and writing. Parents will be included in assessing their child's progress in developing strong language skills. English as a Second Language (ESL) and literacy training for parents will be explored as part of our goals and objectives for the school.

Emphasis on Development of Study Skills

Community Day Charter School will stress the develop of study skills throughout all curriculum areas. Skills will be acquired in the areas of locating and gathering information from a variety of sources, including but not limited to the community, periodicals, reference books and through educational software. Independent as well as group problem solving skills will be fostered through oral and written assignments. Study skills will be emphasized within the context of group and individual responsibility, and children will learn the importance of time management, organization and accountability.

CURRICULUM

The above objectives will be supported by a specific curriculum designed and implemented by faculty. This will be a dynamic process, constantly being reassessed and revised to meet the needs of the population. Basic skills acquisition and assessment of student performance will drive the curriculum. Innovation will be encouraged.

As outlined on page five, our curriculum will be categorized in three major fields of understanding.

Science, Mathematics and Technology

Arts and Humanities

Social Sciences.

Within these three fields, we present and describe our philosophy, goals and specific areas of skills and knowledge.

SCIENCE, MATHEMATICS AND TECHNOLOGY

SCIENCE

Philosophy:

We draw inspiration from the following three quotes from Science for All Americans to help frame our curriculum and teaching of science literacy:

- The scientifically literate American is one who:
 - is aware that science, mathematics, and technology are interdependent human enterprises with strengths and limitations.
 - understands key concepts and principles of science.
 - is familiar with the natural world and recognizes both its diversity and unity.
 - uses scientific knowledge and scientific ways of thinking for individual and social purposes.

- The present science textbooks and methods of instruction, far from helping, often actually impede progress toward scientific literacy. They emphasize the learning of answers more than the explanation of questions, memory information instead of understandings in context, recitation over argument, reading in lieu of doing. They fail to encourage students to work together, to share ideas and information freely with each other, or to use modern instruments to extend their intellectual capabilities.
- What the future holds in store for individual human beings, the nation, and the world depends largely on the wisdom with which humans use science and technology **but that, in turn, depends on the character, distribution, and effectiveness of the education that people receive.**

Goals:

Our goals in our science program are: to encourage children to question, to observe and to study the world around them. We hope to stimulate respect for nature and a sense of personal responsibility for our environment. We will present a variety of learning situations, from problems with one solution to open-ended problems. Using exploration, discovery, hypothesizing and invention, students will use scientific methods to acquire knowledge in the various content areas.

Building upon the American Association for the Advancement of Science (AAAS-Project 2061) we will adopt benchmarks in various areas. For example, in the study of Heredity and Evolution, by the end of the second grade, students will know that different kinds of plants and animals live in different environments, with characteristics suited to those environments. By the end of grade five, students will know that some characteristics are inherited.

Skill Development:

Our curriculum will stress the development of interests and skills for girls and boys in scientific thinking through an abundance of opportunities to acquire the following skills:

- *collecting information*
- *understanding and applying scientific processes*
- *observing*
- *categorizing*
- *predicting and forming hypotheses*
- *describing*
- *questioning*
- *using graphics information*
- *using models*

- *generalizing and inferencing*
- *evaluating*
- *debating*
- *defending*
- *understanding scientific concepts, such as the structure of the universe, life cycles, and universal elements*

We believe students must acquire a foundation in the history of science and scientific studies, including the contributions of minorities. We believe children need to develop knowledge in the following areas:

Environmental Science

- *pollution*
- *recycling*
- *natural resources*
- *protection of the environment*
- *acts of nature and their effects on the environment*
- *habitats (ie. rain forest, desert, mountains, ocean)*
- *endangered species*
- *interdependence of living things*

Earth Science

- *day and night*
- *water cycles*
- *properties of soil and rocks*
- *stars and planets/space/solar system*
- *layers of the earth/land forms/sea forms*
- *weather, including observation of weather changes*
- *atmosphere/cloud formation/storms*
- *seasons*
- *erosion/soil and water interaction*
- *identification of climatic zones*
- *rocks/gems/minerals*

Life Science

- *living and non living things (ability to differentiate between and recognize needs, growth and change)*
- *animal characteristics*
- *the body-anatomy/systems*
- *plants*
- *nutrition*
- *drug and health awareness*
- *life and growth cycles*

Physical Science

- *magnets (poles, magnetic force)*
- *light/color (shades, hues, identification of sources, origin of light, heat, optical devices)*
- *sound(identification and comparison of volume, sound waves, sources and effects)*
- *forces (push/pull, electromagnetic)*
- *matter (solid, liquid, gas)*
- *electricity (lightening, systems, batteries)*
- *motion, speed, velocity, inertia, mass*
- *machines (identification and usage, simple and complex, descriptions of mechanical advantage, motor construction)*
- *properties of objects (shapes, colors, size, texture, density)*
- *time-duration*
- *chemistry*

MATHEMATICS

Philosophy:

We will create an environment which provides the opportunity for children to develop mathematical awareness, competency and confidence through the exploration and manipulation of objects. Children will learn the concepts of size, shape, number and one to one correspondence. They will develop problem solving skills and begin to understand the application of math skills in the every day world through activities involving the calendar, time and money.

We believe Mathematics is sequential and we are looking for achievement and eventual mastery in the mathematics scope and sequence. In the use of integrated themes, students will have the opportunity to apply Mathematic Solutions to real problems.

Goals:

In keeping with National Council of Teachers of Mathematics (NCTM) goals and standards, we believe that each student needs to become a mathematical problem solver. She needs to learn to communicate and reason mathematically and to value mathematics, with the ultimate goal of becoming confident in her own ability to do mathematics.

Skill Development:

We believe that students need skills and knowledge areas as outlined by the National Council of Teachers of Mathematics on the following pages. This will include incorporation of games, drills and practice to ensure acquisition of the basic skills of addition, subtraction, multiplication and division.

National Council of Teachers of Mathematics: Standards for Grades K-4:

Standard 1: Mathematics as Problem Solving

In grades K-4, the study of mathematics should emphasize problem solving so that students can:

- *use problem-solving approaches to investigate and understand mathematical content.*
- *formulate problems from everyday and mathematical situations.*
- *develop and apply strategies to solve a wide variety of problems.*
- *verify and interpret results with respect to the original problem.*
- *acquire confidence in using mathematics meaningfully.*

Standard 2: Mathematics as Communication

In grades K-4, the study of mathematics should include numerous opportunities for communication so that students can:

- *relate physical materials, pictures, and diagrams to mathematical ideas.*
- *reflect on and clarify their thinking about mathematical ideas and situations.*
- *relate their everyday language to mathematical language and symbols.*
- *realize that representing, discussing, reading, writing and listening to mathematics are a vital part of learning and using mathematics.*

Standard 3: Mathematics as Reasoning

In grades K-4, the study of mathematics should emphasize reasoning so that students can:

- *draw logical conclusions about mathematics.*
- *use models, known fact, properties and relationships to explain their thinking.*
- *justify their answers and solution processes.*
- *use patterns and relationships to analyze mathematical situations.*
- *believe that mathematics makes sense.*

Standard 4: Mathematical Connections

In grades K-4, the study of mathematics should include opportunities to make connections so that students can:

- *link conceptual and procedural knowledge.*
- *relate various representations of concepts or procedures to one another.*
- *recognize relationships among different topics in mathematics.*
- *use mathematics in other curriculum areas.*
- *use mathematics in their daily lives.*

Standard 5: Estimation

In grades K-4, the curriculum should include estimation so students can:

- *explore estimation strategies.*
- *recognize when an estimate is appropriate.*
- *determine the reasonableness of results.*
- *apply estimation in working with quantities, measurement, computation and problem solving.*

Standard 6: Number Sense and Numeration

In grades K-4, the mathematics curriculum should include whole number concepts and skills so that students can:

- *construct number meanings through real-world experiences and the use of physical materials.*
- *understand our numeration system by relating counting, grouping, and place-value concepts.*
- *develop number sense.*
- *interpret the multiple uses of numbers encountered in the real world.*

Standard 7: Concepts of Whole Number Operations

In grades K-4, the mathematics curriculum should include concepts of addition, subtraction, multiplication and division of whole numbers so that students can:

- *develop meaning for the operations by modeling and discussing a rich variety of problem situations.*
- *relate the mathematical language and symbolism of operations to problem situations and informal language.*
- *recognize that a wide variety of problem structures can be represented by a single operation.*
- *develop operation sense.*

Standard 8: Whole Number Computation

In grades K-4, the mathematics curriculum should develop whole number computation so that students can:

- *model, explain, and develop reasonable proficiency with basic facts and algorithms.*
- *use a variety of mental computation and estimation techniques.*
- *use calculators in appropriate computational situations.*
- *select and use computation techniques appropriate to specific problems and determine whether the results are reasonable.*

Standard 9: Geometry and Spatial Sense

In grades K-4, the mathematics curriculum should include two and three dimensional geometry so that students can:

- *describe, model, draw and classify shapes.*
- *investigate and predict the results of combining, subdividing and changing shapes.*
- *develop spatial sense.*
- *relate geometric ideas to number and measurement ideas.*
- *recognize and appreciate geometry in their world.*

Standard 10: Measurement

In grades K-4, the mathematics curriculum should include measurement so that students can:

- *understand the attributes of length, capacity, weight, mass, area, volume, time, temperature, and angle.*
- *develop the process of measuring and concepts related to units of measurement.*
- *make and use estimates of measurement.*
- *make and use measurements in problem and everyday situations.*

Standard 11: Statistics and Probability

In grades K-4, the mathematics curriculum should include experiences with data analysis and probability so that students can:

- *collect, organize and describe data.*
- *construct, read and interpret displays of data.*
- *formulate and solve problems that involve collecting and analyzing data.*
- *explore concepts of chance.*

We will blend mathematical concepts with technology by use of calculators and computers when appropriate. For example, the following illustrates how the continuous levels of learning can be applied in the field of Math as integrated with our theme of the body, as represented in our Science curriculum.

Standard 12: Fractions and Decimals

In grades K-4, the mathematics curriculum should include fractions and decimals so that students can:

- *develop concepts of fractions, mixed numbers and decimals.*
- *develop number sense for fractions and decimals.*
- *use models to relate fractions to decimals and to find equivalent fractions.*
- *use models to explore operations on fractions and decimals.*
- *apply fractions and decimals to problem situations.*

Standard 13: Patterns and Relationships

In grades K-4, the mathematics curriculum should include the study of patterns and relationships so that students can:

- *recognize, describe, extend, and create a wide variety of patterns.*
- *represent and describe mathematical relationships.*
- *explore the use of variables and open sentences to express relationships.*

National Council of Teachers of Mathematics: Standards for Grades 5-8:

Standard 1: Mathematics as Problem Solving

In grades 5-8, the mathematics curriculum should include numerous and varied experiences with problem solving as a method of inquiry and application so that students can:

- *use problem-solving approaches to investigate and understand mathematical content.*
- *formulate problems from situations within and outside mathematics.*
- *develop and apply a variety of strategies to solve problems, with emphasis on multi-step and non-routine problems.*
- *verify and interpret results with respect to the original problem situation.*
- *generalize solutions and strategies to new problem situations.*
- *acquire confidence in using mathematics meaningfully.*

Standard 2: Mathematics as Communication

In grades 5-8, the study of mathematics should include opportunities to communicate so that students can:

- *model situations using oral, written, concrete, pictorial, graphical, and algebraic methods.*
- *reflect on and clarify their own thinking about mathematical ideas and situations.*
- *develop common understandings of mathematical ideas, including the role of definitions.*
- *use the skills of reading, listening and viewing to interpret and evaluate mathematical ideas.*
- *discuss mathematical ideas and make conjectures and convincing arguments.*
- *appreciate the value of mathematical notation and its role in the development of mathematical ideas.*

Standard 3: Mathematics as Reasoning

In grades 5-8, reasoning shall permeate the mathematics curriculum so that students can:

- *recognize and apply deductive and inductive reasoning.*
- *understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.*
- *make and evaluate mathematical conjectures and arguments.*
- *validate their own thinking.*
- *appreciate the pervasive use and power of reasoning as a part of mathematics.*

Standard 4: Mathematical Connections

In grades 5-8, the mathematics curriculum should include the investigation of mathematics connections so that students can:

- *see mathematics as an integrated whole.*
- *explore problems and describe results using graphical, numerical, physical, algebraic and verbal mathematical models or representations.*
- *use a mathematical idea to further their understanding of other mathematical ideas.*
- *apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, psychology, science, and business.*
- *value the role of mathematics in our culture and society.*

Standard 5: Estimation

In grades 5-8, the mathematics curriculum should include the continued development of number and number relationships so that students can:

- *understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential and scientific notation) in real-world and mathematical problem situations.*
- *develop number sense for whole numbers, fractions, decimals, integers and rational numbers.*
- *understand and apply ratios, proportions and percents in wide variety of situations.*
- *investigate relationships among fractions, decimals, and percents.*
- *represent numerical relationships in one and two dimensional graphs.*

Standard 6: Number Systems and Number Theory

In grades 5-8, the mathematics curriculum should include the study of number systems and number theory so that students can:

- *understand and appreciate the need for numbers beyond the whole numbers.*
- *develop and use order relations for whole numbers, fractions, decimals, integers, and rational numbers.*
- *extend their understanding of whole number operations to fractions, decimals, integers and rational numbers.*
- *understand how the basic arithmetic operations are related to one another.*
- *develop and apply number theory concepts (e.g. primes, factors, and multiples) in real-world and mathematical problem situations.*

Standard 7: Computation and Estimation

In grades 5-8, the mathematics curriculum should develop the concepts underlying computation and estimation in various contexts so that students can:

- *compute with whole numbers, fractions, decimals, integers and rational numbers.*
- *develop, analyze and explain procedures for computation and techniques for estimation.*
- *develop, analyze and explain methods for solving proportions.*
- *select and use an appropriate method for computing from among mental arithmetic, paper and pencil, calculator and computer methods.*
- *use computation, estimation and proportions to solve problems.*
- *use estimation to check the reasonableness of results.*

Standard 8: Patterns and Functions

In grades 5-8, the mathematics curriculum should include explorations of patterns and functions so that students can:

- *describe, extend, analyze and create a wide variety of patterns.*
- *describe and represent relationships with tables, graphs and rules.*
- *analyze functional relationships to explain how a change in one quantity results in a change in another.*
- *use patterns and functions to represent and solve problems.*

Standard 9: Algebra

In grades 5-8, the mathematics curriculum should include explorations of algebraic concepts and processes so that students can:

- *understand the concepts of variable, expression, and equation.*
- *represent situations and number patterns with tables, graphs, verbal rules, and equations and explore the interrelationships of these representations.*
- *analyze tables and graphs to identify properties and relationships.*
- *develop confidence in solving linear equations using concrete, informal and formal methods.*
- *investigate inequalities and nonlinear equations informally.*
- *apply algebraic methods to solve a variety of real world and mathematical problems.*

Standard 10: Statistics

In grades 5-8, the mathematics curriculum should include exploration of statistics in real world situations so that students can:

- *systematically collect, organize and describe data.*
- *construct, read and interpret tables, charts and graphs.*
- *make inferences and convincing arguments that are based on data analysis.*
- *evaluate arguments that are based on data analysis.*
- *develop an appreciation for statistical methods as powerful means for decision making.*

Standard 11: Probability

In grades 5-8, the mathematics curriculum should include explorations of probability in real world situations so that students can:

- *model situations by devising and carrying out experiments or simulations to determine probabilities.*
- *model situations by constructing a sample space to determine probabilities.*
- *appreciate the power of using a probability model by comparing experimental results with mathematical expectations.*
- *make predictions that are based on experimental or theoretical probabilities.*
- *develop an appreciation for the pervasive use of probability in the real world.*

Standard 12: Geometry

In grades 5-8, the mathematics curriculum should include the study of the geometry of one, two and three dimensions in a variety of situations so that students can:

- *identify, describe, compare and classify geometric figures.*
- *visualize and represent geometric figures with special attention to developing spatial sense.*
- *explore transformations of geometric figures.*
- *represent and solve problems using geometric models.*
- *understand and apply geometric properties and relationships.*
- *develop an appreciation of geometry as a means of describing the physical world.*

Standard 13: Measurement

In grades 5-8, the mathematics curriculum should include extensive concrete experiences using measurement so that students can:

- *extend their understanding of the process of measurement.*
- *estimate, make and use measurements to describe and compare phenomena.*
- *select appropriate units and tools to measure to the degree of accuracy required in a particular situation.*
- *understand the structure and use of systems of measurement.*
- *extend their understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.*
- *develop the concepts of rates and other derived and indirect measurements.*
- *develop formulas and procedures for determining measures to solve problems.*

TECHNOLOGY

Philosophy:

We are committed to creating a program which will equip students to succeed in a technological society giving them not only the fundamentals of computer literacy but also confidence in their ability to adapt to and create technological challenges. We believe that children in K-2 levels learn best through concrete experience. Use of computers will be informal and treated as a resource to the classroom, as well as an introduction to technology. The use of computers will be greatly expanded in Grades 3-8.

Goals:

We recognize that the success of this program will depend on the ability of teachers to take advantage of current programs available. We will train staff, using in-service training opportunities as well as an in-house consultant. Teacher training is necessary because teachers need to feel comfortable in using computer technology. They need to understand how the computer fits into their pedagogy as both an instructional tool and a resource for students. They need to be able to model for their students their computer literacy within an atmosphere of confidence. Inservice training will be ongoing to keep them aware of current advances in technology. It is important to excite teachers with possible applications of new technologies such as: multi-media, networking and the information super highway.

Formal instruction in keyboarding, graphics and word processing will begin in Grade Three. We will develop a program which builds student skills and allows teachers to integrate technology with themes, as part of curriculum at each level. We will have computer work stations within each individual classroom in order to allow access for instructional purposes and assignments.

Skill Development:

We believe that children need knowledge and skills in the following areas:

- *Understands the fundamental operations of a computer system.*
- *Is proficient in keyboarding.*
- *Demonstrates word processing skills.*
- *Is familiar with graphics.*
- *Is aware of the technology of telecommunication ,including Laser disks, CD-ROMs.*
- *Understands how to access information through a computer.*
- *Understands how to use data bases.*
- *Understands the roles of computers and technology as an integral part of our society.*

ARTS AND HUMANITIES

To succeed in the 21st century, we will need to teach ourselves and our children to communicate in many ways. Our school will incorporate a variety of approaches which encourage self expression and validate creative attempts.

Understanding the life themes which are elaborated in the arts and literature throughout history adds to children's views of themselves as part of human development. Models of people dealing with issues of conflict, loneliness, love, family, work and celebration are invaluable in providing perspective to children in helping them with decisions and choices in their lives. The best way to help children gain knowledge is by engaging them in conversation and reflection on our common human experiences.

In order to do this, children must be exposed to many forms of literature and artistic experiences. They must also learn the vocabulary and fundamentals of written expression, oral expression and the arts.

LANGUAGE ARTS

Philosophy:

We believe that acquiring strong skills in written and spoken language is critical for each student. Reading and writing are essential for the study of mathematics, science, the humanities and social sciences. Learning the power of one's own words develops adults who can communicate effectively in the world. Understanding the written word is vital for success in any field.

We ascribe to a literature based language arts program, with many opportunities for self-expression in writing and speaking. We will encourage children to take risks in creative expression while ensuring basic skills development.

We are committed to developing students' abilities to analyze, discuss meaning, question ideas and use higher order thinking skills.

Goals:

The goal in our language arts program is for students to become receptive and articulate, to be able to clearly present their own thoughts, ideas, opinions and values through oral, written and creative expression.

Skill Development:

We believe children need knowledge and skills in the following areas:

- Language Arts
 - *Listens to and distinguishes phonetic sounds.*
 - *Listens for meaning and information.*
 - *Listens to and appreciates different types of oral presentations without interrupting.*
 - *Understands and responds to words used in emergencies.*
 - *Understands descriptions of events and experiences.*
 - *Understands and identifies speaker's purpose and point of view.*
 - *Identifies, recalls and retells important details with main ideas.*
 - *Summarizes information and draws conclusions incorporating independent thinking.*
 - *Recognizes language patterns and intonation in various types of literature.*
 - *Responds to speaker in a variety of ways.*
- Speaking
 - *Expresses needs, thoughts, feelings and ideas effectively.*
 - *Increases vocabulary, uses new words appropriately.*
 - *Speaks, using correct pronunciation, grammar, sentence structure in oral presentations.*
 - *Uses appropriate communication skills in a variety of settings (oral reading, presentations, debates, interviews).*
 - *Organizes, paraphrases and presents information for specific purposes.*
 - *Leads discussions.*
- Reading
 - *Reads for information and enjoyment.*
 - *Uses a variety of strategies to derive meaning from text (phonetic, structural, contextual).*
 - *Understands use of grammar, sentence structure, syntax.*
 - *Reads independently and fluently.*
 - *Develops critical thinking skills, understanding the main idea, making inferences, predicting outcomes, understanding cause and effect, identifying plot, theme, character and analyzing information and points of view.*
 - *Follows written directions.*
 - *Recognizes correct sequence in sentences, paragraphs and stories.*

- Writing
 - *Writes using conventional grammar, punctuation and capitalization.*
 - *Uses appropriate vocabulary.*
 - *Writes for a variety of purposes (ie. stories, essays, journals, research, letters, reports, poetry, plays).*
 - *Understands and uses "writing process" approach.*
 - *Expresses ideas and thoughts in written form.*
 - *Internalizes sense of power in writing.*
- Literature
 - *Identifies genres within fiction and non-fiction works.*
 - *Recognizes, analyzes, interprets and evaluates elements of literature.*
 - *Recognizes and appreciates diverse points of view.*
 - *Recognizes universal themes.*
 - *Relates literature to personal experience, prior knowledge.*
 - *Interprets literature through creative expression (music, art, sculpture, role playing).*

Our scope and sequence, found at the end of this Question provides a detailed presentation of benchmarks toward mastery in the skill areas of Listening, Speaking, Reading and Writing. The shaded areas indicate levels of continuous progress. This "Scope and Sequence" is presented as a paradigm, to demonstrate the level of detail which will be undertaken in developing similar "scope and sequence" tools for all other curriculum disciplines summarized in this section.

FOREIGN LANGUAGE

Philosophy:

We believe that children who learn two languages benefit in a variety of ways. Not only can they speak and write that language, they also gain an understanding of another culture, people and country. We propose the creation of a program in Spanish literacy which will support Latino children in writing, reading and speaking their first language as well as promote Spanish as a second language for English speaking students. Materials in each room will include Spanish books, charts, stories and labels.

Goals:

Our foreign language specialist will design a K-3 experience that uses an informal approach, games, songs, rhymes and stories. Grades 4-8 will begin to develop writing and conversation skills.

Skill Development:

We believe students need knowledge and skills in the following areas:

- Speaking:
 - *Learns vocabulary for basic conversation in Spanish.*
 - *Learns vocabulary related to themes.*
 - *Expresses ideas and needs in Spanish.*
- Listening:
 - *Hears literature in Spanish.*
 - *Listens to songs, rhymes in Spanish.*
 - *Understands Spanish conversation.*
- Reading:
 - *Recognizes Spanish words and matches words with pictures.*
 - *Begins to read Spanish books and stories independently.*
- Writing:
 - *Uses appropriate Spanish grammar.*
 - *Uses appropriate Spanish vocabulary.*
 - *Expresses ideas and thoughts in Spanish for a variety of purposes.*
- Cultural Awareness:
 - *Appreciates legends, holidays and heritages from various Spanish speaking countries.*

THE FINE ARTS

Philosophy:

We will develop an environment in which we nurture creative and playful self expression through a variety of hands-on art, music, movement and dramatic activities, giving the opportunity for every child to develop skills and confidence in these areas and encouraging them to express themselves and view themselves as artists. We view the arts as an integral part of the curriculum deserving attention, focus and commitment. We believe that some students learn best through the use of artistic modalities and creative expression and that subject matter is enriched by drawing from artistic models and experience.

Goals:

Art specialists will work closely with teachers to ensure that each theme studied includes an artistic dimension, allowing students to show what they have learned. We will encourage choices, where children create, invent and design their own works of art. We envision children developing respect for their own and other's creative work. Our program will nurture self confidence and willingness to try new skills; it will work with new media, using various tools and techniques. Children will be encouraged to use the arts for expression of their own ideas, thoughts and feelings. It is our desire to provide ample opportunities to light the spark of creative potential.

Skill Development:

We believe children need knowledge and skills in the following areas:

Music:

- *Participates in musical activities by listening to a chorus, orchestra and band and/or plays an instrument and sings songs and melodies.*
- *Understands the basic elements of music: tone, rhythm, melody, harmony, texture, form, tonality.*
- *Uses these basic elements to compose a pattern, melody or song.*
- *Appreciates instruments, songs and melodies from other cultures.*
- *Plays a simple instrument such as a recorder and reads simple music.*

Visual Arts:

- *Understands that the elements of art (ie. line, shape, form, texture, space, value, color) are the basic ingredients of visual expression such as printing, drawing, abstracts, cartoons and caricatures.*
- *Comprehends that the principles of art (ie. unit, harmony, rhythm, balance, contrast, variation, emphasis, proportion and transition) are the ways that the elements are used in creating paintings, murals, or environmental and organic art.*
- *Develops an awareness of the blend of elements and principles in art form leading to increased use, enjoyment and appreciation of creative expression.*
- *Understands the role of critical thinking skills, arranging and planning a design such as in architecture.*
- *Appreciates that the visual arts can be pleasing to the artist and/or the observer and needs no further significance, use or purpose.*
- *Engages in activities related to crafts, photography, painting, drawing, textiles, jewelry making and sculpture that promotes an appreciation of visual arts.*
- *Feels confident in being able to express his originality, independence and imagination through visual art forms.*

Drama:

- *Observes and participates in a variety of dramatic activities; dialogue, pantomime, role playing, improvisation and plays.*
- *Understands and appreciates the elements of dramatic action (events, scenes, dialogues, acting, lighting, staging, etc.)*
- *Creates puppet shows and plays, using the elements of dramatic action.*
- *Understands and interprets various forms of literature (ie. comedy/tragedy, soliloquies, etc.)*
- *Appreciates and participates in story telling, using dramatic action.*
- *Uses technology to create and record dramatic action.*
- *Appreciates folk stories and plays from other cultures.*

Dance:

- *Observes and participates in movement and dance.*
- *Understands the elements of dance, including movement, space, force and time.*
- *Feels confident in using the body to communicate moods, feeling, ideas, images and interpretations.*
- *Understands how dance relates to music regarding beat, tempo and rhythm patterns.*
- *Is exposed to and appreciates the different types of dance, such as ballet, modern, tap, interpretive, etc.*
- *Is exposed to and appreciates dances from his own and other cultures, including clogging, contra dancing, square dancing, tarantella, cha cha, Irish step dancing and other folk dances.*
- *Comprehends the healthful aspects of dance such as the benefits of aerobics, flexibility, muscle toning, etc.*
- *Uses technology to create and record dramatic action.*

History of Arts and Artists:

- *Applies knowledge of visual arts, drama, music to appreciating works in a variety of settings, such as museums, ballets, theaters, etc.*
- *Is exposed to and appreciates works in different types of art museums, including the Textile Museum, the Contemporary Museum of Art, the Lawrence Heritage Park, the Decordova Museum, the Addison Gallery and the Peabody Museum.*
- *Recognizes and appreciates how the social sciences are depicted through artistic expression. For example, the student notices different clothes, geographies, modes of transportation, environments, etc.*
- *Is aware of and appreciates the contributions of women as artists, such as Georgia O'Keeffe, Frida Kahlo, Faith Ringgold.*
- *Recognizes and appreciates artistic contributions from America and throughout the world, including those of William H. Johnson, Norman Rockwell, Remington, Alice Neel, Botticelli, Rembrandt, Monet, Dali, etc.*

- *Is introduced to and appreciates contributions to art from various civilizations and cultures such as prehistoric cave paintings, Egyptian Art, Classical Art from the Greeks and Romans, art from the Byzantine Empire, paintings from the Renaissance period, Buddhist and Asian paintings and Primitive Art.*
- *Is introduced to periods of art including Impressionism, Realism, Modern and Abstract Art.*
- *Is exposed to and appreciates painters, composers, dancers, musicians as all being artists in their own genres.*
- *Recognizes that the original Donatello, Michaelangelo, Leonardo, and Rafael made major contributions to the worlds of art, design, imagination and invention centuries prior to the evolution of their turtle namesakes.*
- *Understands and appreciates the importance of art in our every day life and of the need to support the arts as members of a community and as a society.*

SOCIAL SCIENCES

Philosophy:

We will create an environment where students are contributing, informed and responsible citizens. Our school community will model these expectations by including students in policy discussions, and problem solving. We will promote appreciation of each child's heritage through literature, celebration of traditions, music, art and an understanding of historic, geographic and cultural dimensions. Field trips, guest speakers, pen pals and service projects will connect our curriculum to real life issues and concerns.

We seek to use the awareness gained through innovative, open and interactive classes to build self esteem, confidence, respect, responsibility and leadership.

Goals:

The goal of our Social Science program is to develop understandings and skills in our students that promote civic responsibility and perspectives on United States and world history. We want our students to understand that they are not only a part of a family and a community but that they are a part of the interwoven fabric of society. What they do as private citizens affects the community as a whole. In order for them to understand this interdependence, they must also develop knowledge and skills in the areas of geography, economics, cultural perspectives, social systems, personal health and physical education.

Skill Development:

We believe that students need knowledge and skills in the following areas:

- Individual civic responsibility
 - *Perceives self as part of the human community.*
 - *Demonstrates self-awareness and uniqueness as an individual.*
 - *Demonstrates positive self-image.*
 - *Understands role of individual in family.*
 - *Describes family unit and interrelationships.*
 - *Describes individual role in school, regarding rules, work and play.*
 - *Develops group relations with others and works cooperatively.*
 - *Demonstrates responsible work habits.*
 - *Communicates effectively.*

- Active Community Participation

- *Develops awareness of communities ie. neighborhoods, organizations, areas, systems, cultures, etc.*
- *Recognizes interdependence of individuals and groups within community.*
- *Understands and identifies needs of community members and systems that support them.*
- *Identifies how community provides goods, services to community members.*
- *Exhibits awareness of how economic, technological, political, environmental factors affect individuals, growth and development of communities.*
- *Demonstrates understanding of roles of working men and women and respects working people's contributions to community.*
- *Compares and contrasts own community with others locally, nationally, and globally.*
- *Demonstrates understanding of how cultural diversity is expressed through art, music, literature, traditions, holidays and values.*
- *Explains how communities govern themselves.*
- *Understands citizenship and responsibilities in communities.*

- Critical Understandings of United States and World History and Geography

- *Describes United States in relation to symbols, institutions, citizenship, responsibilities and traditions.*
- *Traces evolution of the United States, incorporating histories and cultures of Native Americans as well as immigrants.*
- *Develops awareness of wide variety of experiences and events that are part of the settlement and growth in the United States.*
- *Develops an awareness of ancient civilizations and their contribution to contemporary society (ie. in depth study of Egyptian or Mayan culture).*
- *Identifies major geographic regions of U.S.*
- *Locates world geographic regions relative to other regions.*
- *Divides larger geographic regions into smaller regions based on cultural characteristics.*
- *Traces population movements from one geographic location to another.*
- *Identifies major climate regions throughout world.*
- *Identifies characteristics of earth's geographic patterns such as deserts, grasslands, tropical rain forests.*
- *Describes how geographic locations may affect occupations and lifestyles.*
- *Uses technology to enhance understanding of the earth's geographic regions.*

● Maps

- *Expands map and globe skills; uses and interprets symbols; identifies and follow directions.*
- *Develops simple locational terms and skills, using maps and globes.*
- *Utilizes maps and globes to demonstrate skills related to direction, distance, symbols, location, as well as earth's size, shape and motion.*
- *Expands map and globe skills and utilizes them to construct their own models.*
- *Makes effective use of charts, graphs, and maps.*
- *Demonstrates effective use of longitude and latitude.*
- *Uses technology to enhance map and globe skills and to create maps and globes.*

● Environmental Awareness

- *Demonstrates how environments have influenced the development of different regions.*
- *Recognizes natural resources in our environment.*
- *Makes simple observations to describe the weather, seasons, school, and neighborhood.*
- *Relates how people conserve and use natural resources.*
- *Explains how people conserve and use natural resources.*
- *Helps to create and implement a project to conserve a natural resource.*
- *Understands personal responsibility for environment.*

● Cultural, Political, Social and Economic Systems

- *Identifies different political systems that have evolved to deal with social, cultural, political and economic problems.*
- *Demonstrates understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values.*
- *Describes historical, political, economic, social, cultural and religious development.*
- *Explains different ways regions may be classified such as cultural, political and economic.*
- *Compares, contrasts and appreciates different social, economic, cultural and ethnic societies around the world.*
- *Locates, identifies and describes well known economic areas around the world.*
- *Identifies different types of economic systems that have evolved to deal with basic economic functions, ie. feudalism, castes, capitalism.*
- *Understands fundamentals of personal economics, ie. money management, banking, saving.*
- *Develops awareness of similarity and diversity of groups within our American culture and in other cultures.*

- *Appreciates minority contributions of racially and ethnically diverse groups as well as variety of roles and contributions of individual women and men.*
- *Recognizes the significance of multi-cultural celebrations, traditions and holidays in the lives of all people.*
- *Appreciates and understands how art, music and literature of multi-cultural society are assimilated and interwoven.*
- *Describes how societies change over time.*
- *Develops a perspective on personal life experiences in order to see oneself as part of the larger human adventure in time and place.*
- *Demonstrates critical attitude and analytical perspective appropriate to civil and human rights.*
- *Demonstrates awareness and significance of current events.*

● Comprehensive Health and Substance Abuse Prevention

Permeating our health curriculum will be a clear, consistent teaching about the dangers of substance abuse. We will incorporate substance abuse prevention and our intolerance for drugs into each unit of the health curriculum. We will develop a strong home-school connection in supporting drug-free choices by reinforcing our policy in all areas of parent communication. Staff will be trained to identify at-risk children and to develop responsive strategies for intervention.

Specifically related to our "no drug" policy are the following skills:

- *Learns age appropriate, factual information about drugs and drug use.*
- *Learns healthy alternatives to drug use.*
- *Learns strategies for coping with peer pressure.*
- *Learns conflict resolution skills and how to express feelings.*
- *Learns strategies for dealing with stress.*

Additional skills related to health include:

- *Understands the functions of the body, such as the study of the five senses.*
- *Demonstrates knowledge of nutrition.*
- *Follows public safety and emergency procedures.*
- *Learns about illness/AIDS/HIV prevention.*
- *Understands issues of personal safety and emotional health.*
- *Learns about growth and development.*
- *Develops an understanding of consumer awareness.*
- *Appreciates and understands healthy environments.*
- *Is knowledgeable about careers in health.*

● Physical Education

- *Is aware of the importance of physical fitness.*
- *Improves physical fitness, in the areas of coordination, strength, endurance, body/space relationship.*
- *Participates in physical activities.*
- *Develops skills, including ball handling, non-locomotor tumbling, low organized games, team sports, individual sports.*
- *Develops cooperative problem solving skills through New Games.*
- *Experiences competitive opportunities.*
- *Exhibits good sportsmanship in victory or loss.*
- *Experiences outdoor education, including camping trips, outings, orienteering, challenge adventure/outdoor education, boating.*
- *Develops awareness of career opportunities in sports.*

CURRICULUM AREA I: Language Arts

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category A: Listening (cont.)

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category B: Speaking

[illegible]

CURRICULUM AREA I: Language Arts

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category C: Reading(cont.)

SCOPE AND SEQUENCE OF SKILL AREAS	LEVELS OF CONTINUOUS PROGRESS							
	K	2	2	2	6	5	6	8
19.Recognizes phonetic irregularities.								
20.Learns common sight words.								
21.Recognizes plurals.								
22.Recognizes derived words.								
23.Recognizes contractions.								
24.Recognizes possessives.								
25.Recognizes root words.								
26.Analyzes multi-syllable words.								
27.Recognizes prefixes and suffixes.								
28.Recognizes color and number words.								
29.Matches words with pictures.								
30.Chooses correct synonyms.								
31.Recognizes and constructs compound words.								
32.Categorizes words correctly.								
33.Names pronoun referents.								
34.Understands multiple meanings of words.								
35.Understands homonyms.								
36.Chooses correct antonyms.								
37.Matches words with appropriate definitions.								

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category C: Reading (cont.)

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category C: Reading (cont.)

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT¹

CURRICULUM AREA I: Language Arts

Category D: Writing

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category D: Writing(cont.)

[illegible]

STUDY OF ANATOMY

The following is presented as an example of how disciplines will be integrated at various grade levels to teach skills and understandings and to promote healthy habits.

	Kindergarten	Grades 1 and 2	Grades 3 and 4	Grades 5 - 8
<u>ANATOMY THEMES PER GRADE LEVEL:→</u> <u>Curriculum Area</u> ↓	THE FIVE SENSES	BONES	SYSTEMS OF THE BODY	STAYING HEALTHY
MATH	Classify and graph different tastes.	Measure and compare types of bones.	Measure: -length of intestines. -amount of blood pumped through the body.	Measure blood pressure. Calculate calo burned.
SCIENCE	Name and understand the five senses.	Learn functions and names of bones.	Learn names of the systems and their functions.	Learn effects o drugs on the b
TECHNOLOGY	Write a class story of field trips to area bakeries, and use computer to publish story. Story will focus on "tastes".	Use computer games to label bones on the human body.	Use "Anatomy" program (CD-ROM) to explore specific body systems.	Use computer skills for research a word processin to create report o health and fitn
SOCIAL SCIENCE	Travel to a local bakery, Chinese restaurant or ethnic food store to learn of foods associated with local cultures.	Participate in a visit from the Child Care Circuit's "Discovery Van", to handle and classify bones from various animals.	Visit the area Red Cross Blood Center to learn of the importance of the local blood supply.	Listen to a gue speaker from one of the local healt resources, to l where to get h with health iss
HEALTH	Become aware of use of senses. Understand strategies used by disabled.	Learn how to protect major bones through use of seat belts, helmets.	Understand how diet and exercise help strengthen systems of the body.	Learn effective strategies to d with peer pres about substanc abuse.
ARTS & HUMANITIES	Write and illustrate story of field trip to local eatery.	Create a three dimensional body/ skeleton.	Create project on systems (science/arts invention)	Prepare and d oral report on effects of drug on human body.

Community Resources which will be used throughout the above activities include: the Lawrence General Hospital (X-Ray, Physical Therapy Rooms), a police visit (to review seat belt/helmet use), "Kids on the Block", Disability Training, Early Intervention, American Heart Association Treasure Chest, Red Cross Mobile Lab, Lawrence Library, scientists from Hewlett Packard, parent volunteers for computer work, local Lawrence businesses (ie. La Groceria, Pappy's Bakery, China Chef, Tripoli's Bakery, George's Lebanese Bakery), Child Care Circuit's Discovery Van, Greater Lawrence Family Health Center, local Latino owned stores, recycling center, Addison Art Gallery, Greater Lawrence Mental Health Center, Bertram Hickman (Software Services, Inc.), local physicians, chiropractors, local veterinarians, Lawrence Partnership, community crime watch groups.

10c. Describe the school calendar and hours of operation of the school.

Community Day Charter School will follow a September to June calendar. Our school will be conducted from 8:00 a.m. to 4:00 p.m. Day care will be in operation from 6:45 to 8:00 a.m. and 4:00 to 5:30 p.m., depending on family need. A nominal fee will be charged for day care. We will also open day care during school vacation weeks, snow days and some minor holidays.

The Day Care program will be used as an opportunity to extend and reinforce the learning that takes place during the school day. Themes that are developed in school will be carried over into day care, whenever appropriate. Teachers from the school and from the day care program will work cooperatively to support individual goals for students and groups of students. Time will be set aside for meetings and collaborations between the staffs.

School will open on the Wednesday following Labor day and will continue for approximately 190 days. In effect, our longer day adds nearly 70 days of school time to the year. The school calendar will include parent education events, social occasions, cultural and artistic activities and Advisory Committee meetings. Ideally, parents will receive at least one invitation a month to be at the school. Parents using day care will be visiting the school daily to drop off and pick up children.

It is our intent to create a "Summer Connection" program for our students. This may consist of a week long intensive study of a subject of their choice; it may be a summer reading program, which meets one evening a week, or it may take the form of several social and family occasions where we encourage the use of kits, activities and enrichment opportunities. Our goal will be to help children keep their academic skills from regressing over the summer.

11. STUDENT PERFORMANCE

- a. Describe your proposed plan to assess student performance.

Assessment drives curriculum. Knowing what children have learned is essential in deciding what the next steps will be. Teachers will work in teams to evaluate the progress of their own classes and will make recommendations for school-wide curriculum decisions.

We believe that assessment needs to be on-going, appropriate to the subject matter and should involve parents, students and teachers. It will assess both product and process. We will create a program where:

Assessment is well-balanced.

Learning will be assessed, using a combination of open-ended and objective responses. Testing for information learned will be balanced with opportunities to demonstrate the ability to synthesize and analyze concepts.

Assessment will be equitable.

Children's own learning styles will be taken into account, allowing children to show what they know and giving teachers information about the level at which the child is working.

Assessment is an active process.

Children will be part of the assessment process, evaluating their progress and work quality, and choosing works to be included in portfolios.

Assessment is interdisciplinary.

Ongoing conversations between teachers will help us to see if a child applies various principles in different areas. For example, can a student use an understanding of multiplication to determine the number of pieces she will need for her woodworking project? A project in a theme will reveal mastery of language, content and reasoning skills.

Assessment is individualized.

Students and parents will set goals with the teacher. We will build on each child's strengths. Reinforcement for areas of growth will be defined and strategies implemented to facilitate growth.

Assessment is a life long skill.

Knowing what we have learned and setting goals to go forward are skills needed in life. We will celebrate with students their achievements along the path of learning.

We want to give our teachers freedom to create assessments which are appropriate while at the same time creating benchmarks to ensure that students have mastered the scope and sequence expected in each area.

Assessment will be ongoing and will include the following methods:

- *Classroom observation checklists to assess listening skills, alphabet skills and mathematical concepts.*
- *Portfolio assessments, including the following components: projects, writing samples, group work, individual work, journals, learning logs and art.*

We will be working with teachers to develop criteria for portfolios and ways to give students feedback as to whether the quality of work meets agreed upon levels of expectation. Students will have input regarding the various components which comprise their portfolios.

- *The Primary Language Record will include anecdotal reports to measure progress in reading, writing and speaking (in any language).*
- *Objective assessments will take place on a group by group basis to test for specific areas of knowledge including spelling, mathematics, history and vocabulary for individual students.*
- *Performance assessment will encourage open ended assignments which allow children to demonstrate knowledge through projects, presentations and creative expressions.*
- *Community Day Charter School will participate in the Massachusetts Educational Assessment Program and the Massachusetts Basic Skills testing program as defined in 603 CMR 30.*

11b. What remediation will be available for underperforming students?

When a child is not performing at the expected levels, we will follow careful procedures to create interventions.

- Teacher will observe the child in many settings.
- All teachers who work with the child will be asked to take note of impressions or additional information.
- A group meeting will be held. Using the Descriptive Review Process, modeled at Central Park East I School in New York City, a description of the whole child will be created, using criteria listed below:
 - *Physical Presence and Gesture: What are the child's characteristic gestures and expressions? What is the child's energy level, rhythm and pace?*
 - *Disposition: How would you describe the child's temperament and its range? How are feelings expressed?*

- Relationships with Children and Adults: Does the child have friends? Is the child recognized? What is the child's relationship to you and to other adults?
- Activities and Interests: What are the child's preferred activities? Do they reflect underlying interests? How do you characterize the child's engagement with projects? How does the child respond to frustrations?
- Formal Learning: What is the child's characteristic response to a new subject? How does the child learn (observation, memory, trial and error context)? How does that vary among subjects? What is the child's characteristic attitude toward learning? What are the unique characteristics of the child's learning style and intelligence?
- Recommendations will be made for interventions, based upon a description of the child, taking into account the following factors:
 - Environment: Is the set up of class helping or blocking the child's progress?
 - Learning Style: Does the child need one-on-one, rote practice, skill development?
 - Developmental Issues: Does the child need more time to mature?
 - Parent Role: How does the family situation impact the child's learning?
 - Sufficient Data: Is further testing recommended?
 - Motivation: Are there ways to spark the child's interest?
 - Intelligence: How would you describe the child's intelligence using Gardner's model?

We envision our teachers working with an educational specialist to develop appropriate interventions for children who experience difficulty in a specific area of learning. We will have adequate staff to provide tutoring for individuals and small groups. Whenever possible, this will be in the classroom. However, when a child needs a quiet space, we will provide tutoring in another area of the school. We will modify the teaching strategies, environment and curriculum, as possible, to promote maximum opportunities for progress by each child.

We will work together with parents to be certain that progress is being attained and is developmentally appropriate. Families will be encouraged to work with children at home to reinforce material being learned. For example, learning vocabulary before a book is presented will help boost confidence in the reader. We will encourage activities which promote family involvement, enhancing parent support for all children.

11c. How will the development of skills be measured?

We will work with our faculty to develop appropriate tools to assess students' skill development and mastery. These tools will include:

- *Ongoing observations.*
- *Checklists.*
- *Evaluation of materials for portfolios and projects.*
- *Evaluation of performances.*

Children, teachers and parents all play a role in the assessment of skills. Assessment begins with defining the skill to be measured and the benchmark for determining mastery.

Goals are agreed to by children, teachers and parents at conferences held three times per year. Progress toward goals is measured against benchmarks and discussed at length. Conferences take place in October and February. October meetings are used to define goals; February meetings are used to assess progress and discuss strategies for success. Report cards record progress and are given out three times per year. A report card is included immediately following this question as an example of how we will report progress in skill development.

EXAMPLE OF REPORT CARD: GRADE TWO

Reading Strategies/Comprehension

	Nov.	Feb.	May
Displays interest in books			
Chooses to spend time with books			
Recognizes that print has constant meaning			
Understands and recognizes some environmental and common words			
Focuses on deriving meaning from text			
Can follow a line of print			
Understands directionality of print			
1:1 word correspondence			
Uses a variety of strategies			
Uses picture cues			
Uses context cues			
Uses structure cues			
Uses phonetic cues			
Self corrects reading errors			
Comprehension			
Recalls main ideas, detail and sequence			
Follows plot			
Sees relationship between characters			
Takes risks in predicting and discussion			
Learns, understands, uses new vocabulary			
Sustains silent reading			
Reads orally with fluency			

Key

M - MASTERY: works carefully and thoughtfully on a regular basis
P - PROGRESS: shows steady progress and growth
H - HELP: needs frequent teacher direction
N - skill or behavior not displayed
/ Not Assessed At This Time
NA Not Applicable

Writing

	Nov.	Feb.	May
Displays interest in print			
Spends time writing			
Recognizes and uses upper and lower case letters			
Uses phonetic skills			
Associates consonants with letter sounds			
Associates vowels with vowel sounds			
Uses vowel markers			
Leaves space between words			
Uses punctuation			
Writes simple sentences			
Writes a simple story			
Uses developmental spelling:			
Random letters			
Some representative letters			
Phonetic spelling			
Correct spelling of high frequency words			
Uses conventional spelling			

Math

	Nov.	Feb.	May
Interest in exploring math			
Recognizes numbers 1-100			
Writes numbers 1-100			
Understands number correspondences			
Performs addition/subtraction (using concrete objects)			
Performs addition/subtraction (using facts)			
Writes number sentences			
Creates patterns			
Sorts and classifies objects			
Understands place value			
Understands concepts of time, measurements			

Social/Emotional Development

	Nov.	Feb.	May
Is productive and involved during work periods			
Expresses pride in work			
Cooperates with others			
Displays sensitivity and respect for others			
Displays self-control verbally			
Displays self-control physically			
Initiates play and carries through on tasks			
Follows directions			
Accepts share of classroom duties			
Completes tasks with care and accuracy			
Completes tasks in a reasonable amount of time			
Formulates questions from material			
Listens attentively to class activity			

Science & Social Studies

Themes are covered in our integrated studies. Themes covered include:

Nov.	
Feb.	
May	

Abilities demonstrated by your child in our thematic studies are:

	Nov.	Feb.	May
Actively relates to new subject			
Demonstrates curiosity			
Takes initiative			
Assimilates new information			
Enjoys creative expression			
Extends beyond requirements			
Observes details			
Enjoys new ideas			

12. SCHOOL EVALUATION

12a. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Community Day Care programs have always used a "management by objective" approach to self-assessment. Our approach is inclusive and specific and assigns responsibility and accountability for accomplishment. Scholastic achievement by students as referred to in the previous question is the key indicator for measuring our success. These indicators are integrated into our goals and objectives.

We foresee a role for the Advisory Committee in our management agenda. Because of the hectic pace of daily life for full time working parents, we have learned the value of structuring parent participation in ways that maximize their ability to make meaningful contributions. This includes having parent input on specific, more controversial issues.

An example of our proposed management by objective process for the Charter School follows.

Staff at the Charter School will work together to outline academic and non-academic goals within various areas or sectors of accomplishment that are related to our mission. Within each set of goals, specific objectives are detailed, along with measurable outcomes, times frames and persons held responsible for accomplishment. Goals and objectives are presented in writing to the governing Board and the Advisory Committee. Quarterly reviews by staff and Head of School determine intermittent progress. Annual reviews of accomplishment are made to both Advisory Committee and governing Board for the purposes of evaluation.

Parents are encouraged to participate at the outset, during the formulation period, but also at the annual review or evaluation period. Perhaps more to the point, parents will be asked for input on specific issues that most closely affect them and are of interest to them.

A specific example of the process is offered for your consideration:

1. From the mission statement, the specific goal below is extracted.
2. "Our School Shall Be A Safe Place". From this goal, specific measurable objectives are extracted:
 - a. Our school will have a code of conduct.
 - b. Our school will have a policy for expulsion and suspension.
 - c. Our school yard will be inspected each morning for unsafe objects before youngsters arrive.

With regard to a. and b., it might be determined that the original code, presented with this document be reviewed by a designated group including teachers, Head of School and parents from the Advisory Committee. The Head of School will take responsibility for working with the group to offer a revised version of policies related to a. and b. by October 30. The small group would submit this revision to the Advisory Committee and the community at large for comment. After comment, the sub-groups will work with the Advisory Committee to draft the final policy, which will be recommended to the governing Board.

Not all objectives will be given this kind of process and scrutiny by parents and the community at large. Certain issues, like codes of conduct deserve the time it takes to derive consensus. The issue is important because it relates to community values and standards. The policies on expulsion and suspension are critical because they are by nature punitive. It is important that parents and staff work together on these issues. Consensus and agreement is not always possible in every case, but a certain collective "will" can result.

With regard to accountability within our school, the Head of School reports to the Executive Director who reports to the Governing Board. There are, however, circles of responsibility within the overall management perspective.

Teachers report to the Head of School, but they are the leaders within their classes. Individual parents work closely with teachers on specific areas of interest and concern to their own family and child. Administrators are available for support and guidance, but specific objectives must also be met by the classroom teacher who accordingly is fully involved in the process of developing these objectives. The teacher works most closely with parents on issues which concern the classroom and its management.

School assessment and evaluation is possible within the context of meeting specific, measurable objectives. Job descriptions provide overall responsibilities, but the school management plan details these for each individual. Individuals are evaluated in job performance reviews annually by their supervisors. Reviews serve the purpose of evaluating progress in fulfilling objectives, personal and professional growth and areas of improvement and growth.

Because of the nature of our school with regard to integrated services and the arts, there is little doubt that we will remain in close dialogue with the community. As described above on page ten, we envision working closely with health groups, social services, cultural and artistic groups, civic and business groups.

We also expect a close working relationship with the Lawrence Schools, from which many of our children will come and to which many of our children will go.

We have a long successful history of working with schools throughout Lawrence in our afterschool programs. We know principals and teachers. Many Lawrence teachers have in fact worked for our Latchkey Program, afternoons and during the summer months.

Superintendent James Scully and Assistant Superintendent Linda Guttrich have been very supportive in our efforts to establish the Charter School. They have promised to work with us to assure the smooth transition of children from one school to another and they have suggested a possible exchange of teachers at a future date, once we have become established.

12b. How will the school establish regular dialogue with parents? With the community?

We believe that regular dialogue and involvement with parents and community representatives are critical to the success of our philosophy that the school is a "a neighborhood consisting of a community of learners". Ideally, parents and teachers share a common goal, that of providing a nurturing, stimulating and educational environment for the children. Communication is essential to sharing what we all know about the child. It is necessary to establish opportunities to examine expectations, think about needs, progress and interests of children and then to decide how to support children's growth. We feel that it is important to structure many varied opportunities for parents, not only to gain information about the school and their child's progress but also to become actively involved in school-based decisions.

During the initial visit and interview with the Head of School, the primary language of parents will be identified. If needed, translations and interpretation will be provided to ensure that parents feel comfortable, informed and valued. Prior to school opening, families will have the opportunity to meet with teachers to begin the important work of setting goals and sharing information. We are impressed with the analysis and model outlined below and feel that it accurately describes the various ways we will communicate with parents.*:

Informal Conversations

Conversations parents, teachers and children have on an informational basis are among the most natural and successful ways of sharing information. These provide opportunities to:

- *share current information about the child.*
- *share personal anecdotes and insights.*
- *give reassurance about the child's efforts and development.*
- *gain insights into family and class dynamics.*
- *clarify information.*

Informal Notes and Messages

Written informational communications can include:

- *personal notes.*
- *home/school communication books.*
- *classroom new bulletins.*

Telephone Calls

Parents and teachers may call one another to:

- *keep in touch.*
- *share new of importance about the child.*
- *plan how to support some aspect of the child's learning.*
- *establish a partnership role.*
- *inform parents of immediate concerns, ie. emergencies.*

*Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program, A Resource for Parents and Teachers The Ministry of Education, Province of British Columbia, 1991.

Individual Conferences

Conferences are an opportunity for:

- *parents to share information and insights about their child's development at home.*
- *teachers to share information and insights about the child's development at school.*
- *setting goals for the child's learning.*
- *making plans to support the child's learning.*

Some teachers encourage children to take part in conferences as a way of helping them to understand their learning and to become more responsible for their own progress. Each school and teacher sets the schedule for individual conferences but parents can request a meeting at any time.

Collections of Work

Establishing collection systems to store information about what a child can do provides a basis for ongoing assessment and evaluation. These can include:

- *dated samples of drawing and writing.*
- *copies of reports and projects.*
- *photographs.*
- *audio and video tapes.*
- *computer discs.*
- *student self-assessments.*

Anecdotal Reports

The anecdotal progress report describes the child's development in relation to the goals of the Primary Program. It is intended to provide information about the child's individual progress. It may precede or follow a parent/teacher conference. Reports give information about:

- *accomplishments (what a child can do).*
- *attitudes and interests.*
- *learning needs.*
- *future learning goals and plans for support.*

Newsletters

Newsletters are one way many schools establish ongoing communication. These provide information about:

- *school or classroom activities.*
- *upcoming events and activities at school and in the community.*
- *student success stories.*
- *samples of student work.*
- *safety procedures.*
- *health concerns.*

Many newsletters now contain space for parent reaction and input.

Parent Evenings and Open Houses

Parent evenings are a time to get a sense of the atmosphere of the school and classroom. This can also be a time to:

- *learn about the goals the school has for all children.*
- *find out what children are learning as well as how they represent their learning.*
- *look at the work of your own child.*

Informal Visits

Although the school is the usual place for parents and teachers to exchange information, some teachers like to plan informational get-togethers in other settings, such as:

- *classroom outings (picnics, walks).*
- *homes.*
- *community facilities.*

Term Outlines

Many teachers provide parents with information about what will be and has been the focus of classroom learning experiences. These packages provide information about:

- *themes to be explored.*
- *classroom projects.*
- *special activities.*
- *curriculum plans.*
- *field trips.*

Classroom Visits

Classroom visits can be arranged through the teacher to provide:

- *children with a chance to see their parents and teachers cooperating.*
- *opportunities for dialogue.*
- *parents with a first-hand opportunity to observe what their child can do in the school setting.*
- *opportunities to volunteer in class.*

Advisory Committee

As discussed in connection with School Governance, our Committee will:

- *take an active role in supporting the school.*
- *give input into school-based decisions.*
- *participate in joint goal setting.*
- *increase access to the school.*

We seek to create a school environment which will enhance the community we serve. By supporting our community's sense of self worth, we will create a sense of pride and accomplishment in ourselves. Using the resources of the city in our curriculum, we will broaden our students' view of themselves and the city. Sending our students back into the community as "ambassadors" of our values of responsibility, work and achievement. We will build pride in who we are.

We will strengthen our ties to many kinds of city agencies and groups, including: the Lawrence Partnership (substance abuse prevention), Lawrence Elder Services, Lawrence Schools (through the sharing of resources and working together to achieve successful transitions to Grade 9), Department of Social Services, Massachusetts Society for the Prevention of Cruelty to Children, Greater Lawrence Family Health Center, the Family Service Association of Greater Lawrence and the Lawrence Youth Commission. We will seek to perform community service in various places within the city, including Lawrence General Hospital, local nursing homes and area early childhood centers and pre-schools.

13. HUMAN RESOURCE INFORMATION:

- 13a. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

Criteria for hiring will be based upon an overall plan for staffing that reflects the collective characteristics that we feel are necessary to provide for the educational plan outlined in this application. We will recruit teachers whose special qualities complement and balance each other in ways that promote the kind of environment we are trying to create. Teachers will be male and female, of diverse ethnic backgrounds, experienced teachers and less experienced teachers, young teachers and senior teachers, generalists and specialists, teachers with diverse learning styles and intelligences (according to the Gardner view of intelligence). We will recruit a number of Spanish speaking teachers in order to reflect our school population.

The Head of School will be selected by the Executive Director of Community Day Care. The Head of School is responsible for hiring all other staff with input from the Executive Director, teachers and parents. The process is described below:

- Job descriptions, including staff qualifications, will be developed for every position at the school.
- Recruitment will take place in local media including the local daily newspaper, the local Spanish newspaper and cable television. The Sunday Boston Globe Help Wanted Section will also be used to recruit full time teaching staff. Notices will also be sent out to local agencies and college placement offices.
- The selection process will include the submission of resumes, official transcripts and a one page statement on philosophy of education by the candidate.
- Interviews will be conducted for first round candidates by the Head of School. Second round candidates will be conducted by the Head with the Executive Director. Final rounds will include meetings with teachers and parents. The Head will work with the Executive Director to make final choices based upon input from parents and teachers as well as feedback from job references.
- Job references will be verbal, whenever possible. No fewer than three references shall be obtained and these shall include former supervisors and employers whenever possible.

Standards to be used in the hiring of teachers include the following:

- All teachers shall have a college degree. While teachers may be accredited, it is possible that we may hire individuals who are not accredited, if they possess other characteristics which qualify them for the position.
- All teachers will have experience that prepares them for teaching and working with children.

- All teachers will have open, inquisitive minds and have flexible working styles that allow for accommodation to unexpected changes.
- All teachers will "buy into" the shared values of our community for hard work, sensitivity to multi-cultural diversity, the importance of knowing and valuing each child and respect for parents. This "contract" will be forged during the hiring process, when certain values and work habits will be described at length, and candidates will be asked to demonstrate their enthusiasm and belief in our community perspective. The objective of the process is to be rigorous enough in our dialogue about expectations, that individuals who do not meet our criteria select out. In some cases, it will be obvious to the interviewers that candidates are not good fits for our school. The value of clear, well expressed expectations at the interview is impossible to overestimate, because these become the basis for a "contract" between the prospective employee and the school. It is this "contract" that forms the basis of shared expectations about the purpose of the school and the employee's role in relation to that purpose.
- Teachers will be hired who share our philosophy of education and who demonstrate:
 - *An enjoyment and appreciation for cultural diversity.*
 - *An ability to be stimulated by challenge.*
 - *A knowledge of child development.*
 - *A willingness to collaborate.*
 - *A toleration of higher than usual activity and noise level in the classroom, as compared to a traditional classroom.*
 - *A willingness to go beyond the expected.*
 - *A comfort with spontaneity and the ability to seize the teachable moment.*
 - *A high personal stake in the success of children and the school.*
 - *An ability to be comfortable in living with open-ended questions.*
 - *An ability to see problems and mistakes as part of the process, not as invalidating.*
 - *A comfort with ongoing assessment to help in planning.*
 - *An enthusiasm for parent involvement and the skills to make that possible.*

Targeted staff for grades K-8:

School:

- 10 Teachers
- 9 Assistant Teachers
- 4 Interns
- 1 Head of School
- 1 Administrative Assistant
- 5 Consultant Specialists
- 1 Head Cook
- 1 Assistant Cook
- 1 Custodian

- Day care staff will be added in a teacher to child ratio of 1:15 as needed.
- In-kind management services will be provided by staff from Community Day Care.

13b. How will teachers and administrators be evaluated? How often?

Teachers and administrators are evaluated by the persons who supervise them. The executive director will be evaluated by the governing Board of the Community Day Charter School. The Head of School is evaluated by the Executive Director of Community Day Care. The Teachers are evaluated by the Head of School, and the Teaching Assistants are evaluated by Teachers.

All staff are evaluated according to goals for achievement that have been set with them in the management by objective process described on page seventy-five. In addition, personal goals for professional achievement are set and evaluated at performance reviews. Reviews take place within 30 days of hire and thereafter annually. Supervisors will be trained to evaluate staff on an as needed basis as well. The performance review is private, thoughtful and unhurried. It will give opportunity for the employee being reviewed to comment upon supervisory support. Review formats are given to supervisors as aids in the process, but these are flexible enough to allow for improvisation.

In addition to the evaluations referenced above, staff with seniority will participate in a process that involves the whole community. Parents and fellow teachers will participate with the Head of School in evaluating teachers after their third year of teaching and again after their sixth year of teaching. We encourage teachers and children to be self assessing, to evaluate units and activities together during the year.

13c. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

The Board of Trustees will develop salary levels and employee benefits, including but not limited to pension, health insurance, holidays, sick days and personal days. Working with the Executive Director of Community Day Care the Board will define and distribute to staff a code of conduct, personnel policies and an appeal process for grievances.

14. SCHOOL GOVERNANCE:

- 14a. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.**
- 14b. How will the board of trustees be chosen?**
- 14c. Describe the roles and responsibilities of the board.**
- 14d. Describe the relationship of the board to teachers, administrators, students and families.**
- 14e. Discuss the nature of parental and student involvement in decision-making matters.**
- 14f. Describe the nature and extent of community involvement in school activities.**

Community Day Charter School is a body politic incorporate, pursuant to the statute and enabling legislation. You will note that we have enclosed in our attached bylaws (p.94) a provision that the Charter School shall file a Certificate of Organization, which lists names and addresses of members and officers of the Board of Trustees, with the Secretary of the Commonwealth of Massachusetts.

The Community Day Charter School Board of Trustees will be comprised of community members as described by the attached bylaws. These will include parents and community leaders who can contribute various expertise to the school. Community Day Charter School's Board of Trustees will be nominated by a committee of the Board and voted upon by the entire Board.

The Board of Trustees will be responsible for setting policy and providing fiduciary oversight for the school. The Board will work with teachers and school staff to develop budgets and curriculum. The Community Day Charter School Board of Trustees will contract with Community Day Care Center of Lawrence, Inc. to provide management services for the school. The executive director of Community Day Care Center of Lawrence, Inc. will be responsible for implementing the management plan set forth by the school in its contract with Community Day Care. The Head of School will be hired by the executive director of Community Day Care, and working with the executive director, will hire and supervise the personnel of Community Day Charter School.

The Trustees of Community Day Charter School will set clear objectives and goals in relation to management of the school. The executive director will report to the Board of the School at regular meetings of that Board. An annual evaluation of the management services will be provided by the Charter School Board.

In addition to the governing Board of Trustees, there shall be an Advisory Committee for Community Day Charter School. The Advisory Committee will be comprised of parents and teachers and there will be overlap in its membership with the governing Board of Trustees of Community Day Charter School. The Advisory Committee will work closely with the Head of School to develop recommendations for consideration by the governing Board. These may include, for example, dress codes, codes of conduct and other issues of immediate interest to

the school. The Advisory Committee will work with the Head of School to develop curriculum and budgets for the school. At least once per semester, the Advisory Committee and the Community Day Charter School governing Board will meet to discuss goals and objectives and to evaluate progress in achieving desired outcomes.

Membership of the Advisory Committee will be recommended by the Head of School and appointed by the Board of Trustees. At least two parents from the Advisory Committee will be elected to the governing Board although parents who do not serve on the Advisory may also be elected to the school's governing Board. The Advisory Committee will also include teachers from the school.

The executive director will insure that the administrative and financial resources are sufficient to support the goals of the school and will act as liaison between the Community Day Care Board and the Charter School Board. In addition to administrative services, Community Day Care will also provide working capital and start up funding for the school.

Meetings of the Advisory Committee and the Board of Trustees will be scheduled and publicized in advance and are open to all members of the community in compliance with the open meeting law. Opportunities for input will also take place, however, on a class by class basis. Teachers will have discretion over aspects of their budget that relate to their classroom and will work with the Head of School to develop curriculum. Parents will have input in developing expenditure plans for materials, educational supplies and field trips. Questions of policy that affect the daily operations of the school will be considered by the Advisory Committee for recommendation to the governing Board. The Advisory Committee will be given the responsibility to provide opportunities for input to all members of the school community. The Head of School will be responsible for providing the leadership and sense of purpose necessary to develop shared perspectives among all members: parents, teachers, staff and children. We do not view the school as a cooperative where all persons have an equal responsibility for decisions that affect the school and for managing the school. We do, however, envision an open environment where differences of opinion are encouraged and respected. We support risk taking, curiosity and a questioning of status quo. We imagine an environment where conflict management provides constructive strategies for dealing with differences among our members. This environment extends to students in their classes, to parents, teachers and administrators in their efforts to provide excellence in education.

Finally, our concept of a community school has been described in detail above. Community Day Care has a working relationship with many members of our Greater Lawrence and Boston communities, a relationship that can benefit the school. We propose to draw upon corporate relationships for corporate donations for the School. We foresee working with businesses and the local Chamber of Commerce to develop curriculum and field trips that teach children about commerce, economy and a strong work ethic.

We will draw upon Community Day Care's past relationship with social service groups and health groups to develop on-site services for families at our school. We will draw upon the agency's work with schools of higher education to develop internships and apprenticeships for college students. We will draw upon its relationship with the Lawrence Public Schools to assure smooth transitions for our youngsters into and out of our school.

We will work with groups like the Massachusetts Cultural Council to encourage development of an integrated arts curriculum. We will work with groups including the Immigrant City Archives and Merrimack Valley Textile Museum to develop a sensitivity and appreciation on the part of our community of our multi-cultural immigrant heritage.

15. BUILDING OPTIONS:

Please note that options for buildings have also been addressed in #4 of this proposal.

15a. Describe your present options for a school building.

The school will be located at 73 Prospect Street, Lawrence. Community Day Care has recently signed a lease on the property with an option to buy. (See attachment.) Currently used as a day care site, the building will be leased by the Charter School from Community Day Care, who will move the day care program to another location. The building currently meets day care code and has been issued an occupancy certificate from the Lawrence building inspector.

15b. Demonstrate how this site (s) would be a suitable facility for the proposed school.

We have chosen the building because it meets our criteria of being a well lighted facility, convenient to parents in a safe and pleasant area. High on a wooded hill, but close to the business district of Lawrence, it is a one story, brick building built in the early 1950's. It is located in close proximity to Route 495 and to the Lawrence General Hospital. Each of its large seven classrooms has windows facing out to the wooded yard. It also has both a boys' and girls' bath, a teachers' bath, a large kitchen, a gym and a cafeteria. The school's halls have built in "cubbies" as storage places for individual students. There is also a small administrator's office and areas for storage of equipment and supplies. The outdoor area is already equipped as a playground.

15c. Discuss any progress or future plans for acquisition of a school building.

A large, multi story wooden house, once owned by a prosperous mill owner, is also located on the property. With approximately 10,000 square feet, it was recently used by a local college for classrooms and conferences, and could be brought up to code for later use as a library and classrooms for upper grades. We propose, however, to continue our search for a school building during 1995/1996 and to explore the possibility of moving the school as other sites become available.

15d. Describe financing plans, if any.

It is expected that Community Day Care will lease the Prospect building to Community Day Charter School. Money for renovations, capital improvement and start up costs will be loaned by Community Day Care to the Charter School. If additional capital is required, Community Day Charter School will work with Community Day Care Center of Lawrence, Inc. to secure loans from local banks.

CHARTER APPLICATION: PART III

16. CODE OF CONDUCT:

16a. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.

16b. Describe your school's policies regarding student expulsion and suspension.

Rules and guidelines governing student behavior will be based in the following beliefs:

- *Each individual (student, teacher, administrator and parent) has a right to be treated with respect at all times, even if there are opposing points of view.*
- *Each individual has a right to be in a climate of physical and emotional safety.*
- *Each individual has a right to be viewed as a valued, contributing member of our community of learners.*
- *Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.*
- *Each individual must clearly understand the values and expectations set forth by our Code of Conduct, and any natural or logical consequences that will be outcomes of a breach of this code.*

Community Day Charter School will develop a code of conduct which will clearly define standards of behavior, discipline policy, suspension and expulsion policy. Teachers, parents and students will be involved in development of policy and a school handbook including a written code of conduct.

In order to create and maintain a safe and secure environment we will establish guidelines for discipline strategies, criteria for suspension and expulsion and expectations for parental support. We will establish a process for school/parent communication around issues of behavior, which will include an appeal process for parents in the event of expulsion. The policies will be in conformance with 37H of MGL 71.

Standards for the following areas will be included in the "Code of Conduct":

- Personal behavior and citizenship:
 - *being respectful*
 - *using courtesy*
 - *assuming responsibility*

- *being honest*
- *using good sportsmanship*
- The code of conduct relating to behavior will apply in the following group situations:
 - *being a good audience*
 - *eating in the cafeteria*
 - *traveling in the bus*
 - *going on field trips*
 - *doing community service*
 - *playing on the playground*
 - *participating in team sports*

It is our belief that children need the security of knowing that the adults are in control and have the knowledge and skills necessary to support children. Children will learn skills related to the development of self control, conflict resolution, problem solving and respect for others.

We will support this effort through staff development and education in these areas and by modelling appropriate responses to children. We will allow adequate time for group meetings and individual discussions within the school community for the purposes of processing issues and concerns as they arise.

We will engage support from the family in formulating strategies to address individual needs. We will refer families to community resources which will help them in the resolution of problematic issues.

We fully expect that in dealing with the complex issues of today's families and society, there will be individuals who will need additional supports and services to be able to function as a member of a group. If we find that our strategies and resources are not sufficient to create success for the student in our learning environment, we will work with the family and student to determine if we need to modify the setting, curriculum or strategies for that child. We are committed to providing a safe learning environment and will ask a student to leave if we feel their presence is a threat to the well being of other students or impedes our ability to sustain an environment conducive to learning for our students. We will not tolerate weapons, use of tobacco products or alcoholic beverages, drugs, sexual or racial harassment within our school.

17. SPECIAL NEEDS STUDENTS:

Describe how your school will accommodate special needs students.

We believe that most children learn best when they are included in regular classroom settings and are supported by individualized attention to their special needs. Our approach will include developing strategies for discovering the learning styles and strengths of individual children and reinforcing and supporting their special needs within the context of those strengths.

Our goal is not simply to test, label and refer children, but to develop policies and procedures which support their success in the classroom. Our experience in the community provides us with excellent resources to draw from in the areas of educational psychology and child psychology. Our school community will develop a perspective that is informed by an awareness of and sensitivity to special needs and disabilities.

It is our hope to provide support for teachers and parents regarding needs of individual children. We will identify community resources, i.e. psychologists, social workers, specialists who can assist families in determining strategies for their child. Occupational therapy, speech therapy and neurological services will be accessed through referrals to resources such as Children's Hospital and the Lawrence Special Education Department. In the case of children whose special needs require additional resources, the Head of School shall work with the child and parents to access service and to facilitate collaboration.

18. FUNDING

18a. Devise a start-up budget covering the planning stage before school opening.

18b. Devise a 5-year budget covering projected income and planned expenditures.

18c. Include all sources of anticipated income, including per pupil tuition and private or public grants.

We have enclosed the budget submitted with our original application, as requested by the Secretary of Education. This appears on pages one through eleven (original). We have revised and updated this budget, however, to reflect a minimum reimbursement of \$5,500 per pupil and to reflect changes in expenditures. The revised budget appears on pages one through eight (revised). Reports and schedules for the revised budget are as follows:

1 of 8 (revised)	Projected Five Year Budget
2 of 8 (revised)	Projected Start Up Costs 1995-1996
3 of 8 (revised)	Projected Day Care Program
4-6 of 8 (revised)	Five Year School Budget Assumptions
7-8 of 8 (revised)	Five Year Day Care Budget Assumptions

The projected budget assumes our program will be located at the Prospect Street location which is detailed on Page eighty-six.

The longer school day we propose reduces the hours required for day care. We do intend, however, to offer before and after school care at affordable rates for the convenience of working families.

19. ACCOUNTABILITY:

- 19a. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s. 89?**
- 19b. Discuss your plan for regular review of school finance and accounts.**
- 19c. Describe your system for maintaining school records and disseminating information required under public school law.**

The school's report will be comprised of the year's financial statement and an evaluation of progress made on goals and objectives (as detailed in question 12) and as required by the enabling legislation. The school will comply with all applicable laws regarding accountability in MGL C.71 S.89.

The report will be compiled by the Executive Director and the Community Day Care Financial Manager. Parents and teachers will be asked to contribute additional information when appropriate. The report will be available in the library and disseminated to parents, trustees, teachers and other members of the community upon request.

Several reports will be generated by the agency for purposes of financial control. Monthly reports include a statement of Revenue and Expenditures and one of Assets, Liabilities and Fund Balances. Additional controls include reconciliation of subsidiary ledgers to general ledgers. An annual audit will be implemented by a certified public accountant.

Community Day Care has an active history of developing databases and storing data for the generation of reports. We propose to maintain a data base on each student and to maintain records and to disseminate information required under public school law. We have already spoken with the Lawrence Public Schools about collaborating on data systems and profiles of information so that we can have a uniform, city-wide approach.

20. TRANSPORTATION:

- 20a. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?**

Community Day Care has already discussed transportation of students with the Superintendent's office in Lawrence. We have worked cooperatively with the system in the past, around transportation to day care sites. We have full expectations that we can work cooperatively with the Lawrence Schools to have students who live two or more miles from our school site transported in local school buses. There is also an option of the school system providing MVTA passes to eligible children. Many of our children will be brought to day care and picked up from day care at either end of the day, making transportation by the district unnecessary.

- 20b. How will students who live outside the local district be transported?**

We do not expect that there will be many places for youngsters from outside the district. As described above, many parents will drive children to and from the school's day care program.

21. LIABILITY INSURANCE:

21a. Describe your school's insurance coverage plans.

Community Day Charter School will secure a general liability policy of one to two million. We will have a Director and Officers Liability policy for approximately \$2,000,000 and umbrella policy in the range of \$5,000,000. We have applied for insurance through our agent Fred C. Church, and we are assured that such policies would be available before April, 1995.

21b. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- **Inspection by a local building inspector**
- **Inspection by local Fire Department**
- **Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school**
- **Compliance with all other federal and state health and safety laws and regulations.**
- Please find an inspection of our Prospect Street site by the local building inspector. The fire inspector does not issue a separate certificate but he must visit the site in order for the building inspector to issue his certificate.
- We will apply for explosives and flammable compound authorization at the time when it becomes an issue for our school and agree to conform with all mandated requirements.
- We will comply with all applicable state and federal health and safety laws. Please find health inspection enclosed.

22. GOVERNANCE DOCUMENTS:

Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts and all incorporation documents required by law.

Please find enclosed, a copy of the Community Day Charter School bylaws.

Community Day Charter School is a body politic incorporate, pursuant to the statute and enabling legislation. You will note that we have enclosed in our attached bylaws (p.94) a provision that the Charter School shall file a Certificate of Organization, which lists names and addresses of members and officers of the Board of Trustees, with the Secretary of the Commonwealth of Massachusetts.

RESOURCES USED FOR CURRICULUM DEVELOPMENT

Active, Meaningful Mathematics Learning: A Guidebook, North Central Regional Education Lab.

Active, Meaningful Science Learning: A Guidebook, North Central Regional Education Lab.

Arts Play, Addison Wesley Publishing Co., 1981.

Atlas Workshop on Portfolios, 1993.

Bensman, David, Quality Education in the Inner City: The Story of Central Park East Schools.

Coalition of Essential Schools, Horace Publishers, Vol. 9, No. 5., May 1993. The Collaborative School Project: Andover/Lawrence.

Connections, The Center for Collaborative Education, Vol 3, no. 3, 1992.

Doris, Ellen, Doing What Scientists Do, Heineman, N.H.

The Effect of Assessment on Teaching and Learning, Vermont Institute for Science, Math and Technology.

Falk, Beverly; Darling-Hammond, Linda, The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning.

The Great Body Shop, Children's Health Market, Inc.

Kober, Nancy, Ed. Talk: What We Know About Mathematics Teaching and Learning, Council for Educational Development and Research, Washington, D.C.

Kober, Nancy, Ed. Talk: What We Know About Science Teaching and Learning, Council for Educational Development and Research, Washington, D.C.

Lawrence Public Schools: Guide for Curriculum Planning K-12.

Lowell Public Schools: Curriculum Guides: 1) Social Studies, 2) Language Arts, 3) Science, 4) Mathematics, 1992.

Makers of Meaning in a Learning-Centered School: A Case Study of Central Park East 1 Elementary School, North Central Regional Educational Lab, 1992.

Mathematics in Action, Scope & Sequence, MacMillan McGraw-Hill Publishing Co., 1993.

National Council of Teachers of Mathematics Standards.

Primary Language Record Handbook for Teacher, Center for Language in Primary Education.

Supporting Learning, Ministry of Education, Province, B.C., 1991.

Sequenced Language Arts and Math Skills, Center for Dissemination of Innovative Programs.

Twin Valley School District, Long Range Plan for Technology (1990-1995).

Vermont Art Guide, Vermont Department of Education, Montpelier, VT, 1969.

Vermont's Common Core of Learning, Vermont Department of Education, Burlington Free. Press

COMMUNITY DAY CHARTER SCHOOL
PROJECTED START-UP COSTS
FEBRUARY 15, 1994

Revised Budget Follows

REVENUE:

START-UP MONEY FROM COMMUNITY DAYCARE OF LAWRENCE, INC.	150,000
TOTAL REVENUE	<u>150,000</u>

<u>EXPENSES</u>	<u>AMOUNT</u>	<u>ITEM DESCRIPTION</u>
ANIMAL CENTER	600	6 rooms @ 100
ART	600	
BLOCKS	2,400	400/CLASS * 6 GRADES
CHALKBOARDS	1,800	\$300 * 6 ROOMS
CLASSROOM SUPPLIES	1,200	200 * 6 ROOMS
COMPUTERS & SUPPLIES	22,000	10 COMPUTERS, 4 PRINTERS, SOFTWARE AND SUPPLIES
DESKS & CHAIRS	4,500	\$75/DESK * 60 KIDS
EDUCATIONAL EQUIP	3,500	
HEALTH CURR	600	\$5/CHILD * 120 CHILDREN
HOUSEKEEPING	1,200	3 STATIONS @ 400
KITCHEN TABLES	1,080	12 TABLES @ 75/TABLE + 12 SETS * 15/SET FOR CHAIRS
LANG. CURR. 1,2,3	3,600	3 ROOMS * 1200/RM
LANG. CURR. 4,5,6	4,200	3 ROOMS * 1400/RM
LIBRARY BOOKS	2,500	
LISTENING STATIONS	600	6 STATIONS @ 100
LITERATURE CORNER	4,800	6 ROOMS * \$800/RM
MANIPULATIVES	1,800	\$15/CHILD * 120 KIDS
MATH CURR. 1,2,3	3,200	1ST:850, 2ND:850, 3RD:1500
MATH CURR. 4,5,6	4,500	4TH,5TH,6TH: 1500 EACH
MATS	400	\$20/MAT * 20 KIDS
MUSIC	800	
OUTDOOR EQUIPMENT	12,000	
PERSONAL STORAGE	3,600	30/CHILD
REFERENCE BOOKS	1,000	
SAND TABLES	500	4 TABLES @ 125
SCIENCE CENTERS	2,400	6 ROOMS @ 400
SOCIAL STUDIES	7,200	200/KIT * 6 KITS/YR * 6 GRADES
SPECIAL RUGS	900	
SPORTS EQUIPMENT	800	
STORAGE	6,000	6 ROOMS * 1000
TABLES & CHAIRS	7,350	30/CHAIR * 120 CHAIRS + 18 TABLES @ \$200/TABLE
START-UP SALARIES	10,000	
LEASEHOLD IMPROVEMENTS	32,730	
TOTAL EXPENSES	150,000	
NET STARTUP INCOME/LOSS	<u>0</u>	

COMMUNITY DAY CHARTER SCHOOL
BEFORE/AFTER SCHOOL DAYCARE
PROJECTED FIVE YEAR BUDGET
FEBRUARY 15, 1994

*Revised
Budget
Follows*

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
DAY CARE					
REVENUE					
Parent Fees	\$86,000	\$88,580	\$91,237	\$93,975	\$96,794
Gifts	0	0	0	0	0
TOTAL DAYCARE REVENUES	\$86,000	\$88,580	\$91,237	\$93,975	\$96,794
EXPENSES					
Salaries:					
Morning Daycare	5,400	5,562	5,729	5,901	6,078
Afternoon Daycare	19,800	20,394	21,006	21,636	22,285
Vacation Daycare	10,890	11,217	11,553	11,900	12,257
Substitutes	7,500	7,725	7,957	8,186	8,441
Administrator	9,675	9,965	10,264	10,572	10,889
Total Salaries:	53,265	54,863	56,509	58,204	59,950
Total Taxes & Benefits	12,341	12,711	13,093	13,486	13,890
Supplies	7,000	7,210	7,426	7,649	7,879
Scholarships	12,000	12,000	12,000	12,000	12,000
TOTAL EXPENSES	\$84,606	\$86,784	\$89,028	\$91,339	\$93,719
EXCESS/(DEFICIT)-DAYCARE	\$1,394	\$1,796	\$2,209	\$2,636	\$3,075

COMMUNITY DAY CHARTER SCHOOL
SUMMER PROGRAM
PROJECTED FIVE YEAR BUDGET
FEBRUARY 15, 1994

REMOVED
PAGE
FOUR

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
SUMMER REVENUE					
Parent Fees	\$48,600	\$50,058	\$51,560	\$53,107	\$54,700
Gifts	0	0	0	0	0
TOTAL SUMMER REVENUES	<u>\$48,600</u>	<u>\$50,058</u>	<u>\$51,560</u>	<u>\$53,107</u>	<u>\$54,700</u>
EXPENSES					
Salaries					
Lead Teacher	\$16,200	\$16,686	\$17,187	\$17,702	\$18,233
Assistant Teacher	13,500	13,905	14,322	14,752	15,194
Total Salaries:	<u>29,700</u>	<u>30,591</u>	<u>31,509</u>	<u>32,454</u>	<u>33,428</u>
Total Taxes & Benefits	3,564	3,671	3,781	3,894	4,011
Educational Supplies	2,000	2,060	2,122	2,185	2,251
Consultation	3,000	3,090	3,183	3,278	3,377
Camping Trip	2,000	2,060	2,122	2,185	2,251
Swim Program	3,000	3,090	3,183	3,278	3,377
Transportation	3,375	3,476	3,581	3,688	3,799
Scholarship	8,000	8,000	8,000	8,000	8,000
TOTAL EXPENSES	<u>\$54,639</u>	<u>\$56,038</u>	<u>\$57,479</u>	<u>\$58,964</u>	<u>\$60,493</u>
EXCESS/(DEFICIT)-SUMMER	<u>(\$6,039)</u>	<u>(\$5,980)</u>	<u>(\$5,920)</u>	<u>(\$5,857)</u>	<u>(\$5,793)</u>

COMMUNITY DAY CHARTER SCHOOL
DETAIL OF OTHER EXPENSES
FEBRUARY 15, 1994

REVISOR
DANIEL
F. HILL

OTHER EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INSTRUCTIONAL SUPPLIES					
Estimated Costs (\$/child)	\$100	\$103	\$106	\$109	\$113
X Number of children	120	140	140	140	140
Instructional Supplies	\$12,000	\$14,420	\$14,853	\$15,298	\$15,757
INSTRUCTIONAL EQUIPMENT					
Estimated Costs	See STARTUP	\$1,200	\$1,200	\$1,200	\$1,200
ATHLETICS EXPENDITURES					
Estimated Costs	See STARTUP	\$500	\$300	\$300	\$300
ARTS EXPENDITURES					
Estimated Costs	See STARTUP	\$500	\$300	\$300	\$300
MUSIC EXPENDITURES					
Estimated Costs	See STARTUP	\$500	\$300	\$300	\$300
HEALTH SUPPLIES					
Estimated Costs	\$500	\$500	\$500	\$500	\$500
FIELD TRIPS					
Estimated Costs (\$/child)	\$35	\$36	\$37	\$38	\$39
X Number of children	120	140	140	140	140
Field Trips	\$4,200	\$5,047	\$5,198	\$5,354	\$5,515
KITCHEN SUPPLIES					
Estimated Costs	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
FOOD COSTS					
Net result of zero when combined with BON revenue.	\$81,528	\$97,969	\$100,909	\$103,936	\$107,054
STAFF DEVELOPMENT					
Estimated Costs	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
UTILITIES					
Estimated Costs	\$9,919	\$10,217	\$10,523	\$10,839	\$11,164
COMMUNITY EVENTS					
Estimated Costs	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502
TELEPHONE					
Estimated Costs	\$2,400	\$2,472	\$2,548	\$2,623	\$2,701
ADVERTISING					
Estimated Costs	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
OFFICE SUPPLIES					
Estimated Costs	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
ALTERATIONS AND REPAIRS					
Estimated Costs	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
INSURANCE					
Estimated Costs	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
EMERGENCY CLOTHING & FOOD					
Estimated Costs	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
RENT					
Estimated Costs	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
ADMINISTRATIVE SERVICES (IN-KIND)					
15% of Regular Education Revenue	\$75,000	\$80,300	\$93,450	\$96,600	\$99,750

BEFORE/AFTER SCHOOL DAYCARE EXPENSES
FEBRUARY '95 '994

*Revised
Budget follows*

DAYCARE EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MORNING DAYCARE					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.56	\$9.83	\$10.13
X Number of hours/week per asst.	10	10	10	10	10
X Number of weeks	40	40	40	40	40
X Number of Morning Daycare workers	1.50	1.50	1.50	1.50	1.50
<u>Morning Daycare Salaries</u>	<u>\$1,400</u>	<u>\$1,562</u>	<u>\$1,729</u>	<u>\$1,901</u>	<u>\$2,078</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Morning</u>	<u>\$1,360</u>	<u>\$1,391</u>	<u>\$1,432</u>	<u>\$1,475</u>	<u>\$1,519</u>
AFTERNOON DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.56	\$9.83	\$10.13
X Number of hours/week per lead	7.50	7.50	7.50	7.50	7.50
X Number of weeks	40	40	40	40	40
X Number of lead	1	1	1	1	1
<u>Lead Afternoon Daycare Salaries</u>	<u>\$10,800</u>	<u>\$11,124</u>	<u>\$11,456</u>	<u>\$11,801</u>	<u>\$12,156</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Lead Afternoon</u>	<u>\$2,700</u>	<u>\$2,781</u>	<u>\$2,864</u>	<u>\$2,950</u>	<u>\$3,039</u>
AFTERNOON DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst.	7.50	7.50	7.50	7.50	7.50
X Number of weeks	40	40	40	40	40
X Number of asst.	1	1	1	1	1
<u>Asst. Afternoon Daycare Salaries</u>	<u>\$9,000</u>	<u>\$9,270</u>	<u>\$9,548</u>	<u>\$9,835</u>	<u>\$10,130</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Afternoon</u>	<u>\$2,250</u>	<u>\$2,318</u>	<u>\$2,387</u>	<u>\$2,459</u>	<u>\$2,532</u>
<u>Total Afternoon Daycare Salaries</u>	<u>\$19,800</u>	<u>\$20,394</u>	<u>\$21,008</u>	<u>\$21,636</u>	<u>\$22,286</u>
<u>Total Afternoon Daycare Benefits</u>	<u>\$4,950</u>	<u>\$5,099</u>	<u>\$5,251</u>	<u>\$5,409</u>	<u>\$5,571</u>
VACATION DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.56	\$9.83	\$10.13
X Number of hours/week per lead	56.00	56.00	56.00	56.00	56.00
X Number of weeks	3	3	3	3	3
X Number of lead	1	1	1	1	1
<u>Lead Vacation Daycare Salaries</u>	<u>\$5,040</u>	<u>\$5,118</u>	<u>\$5,202</u>	<u>\$5,291</u>	<u>\$5,386</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Lead Vacation</u>	<u>\$1,260</u>	<u>\$1,279</u>	<u>\$1,300</u>	<u>\$1,323</u>	<u>\$1,347</u>
VACATION DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst.	56.00	56.00	56.00	56.00	56.00
X Number of weeks	3	3	3	3	3
X Number of asst.	1	1	1	1	1
<u>Asst. Vacation Daycare Salaries</u>	<u>\$4,080</u>	<u>\$4,098</u>	<u>\$4,151</u>	<u>\$4,209</u>	<u>\$4,271</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Vacation</u>	<u>\$1,020</u>	<u>\$1,023</u>	<u>\$1,031</u>	<u>\$1,042</u>	<u>\$1,050</u>
<u>Total Vacation Daycare Salaries</u>	<u>\$10,890</u>	<u>\$11,217</u>	<u>\$11,543</u>	<u>\$11,900</u>	<u>\$12,257</u>
<u>Total Vacation Daycare Benefits</u>	<u>\$2,724</u>	<u>\$2,804</u>	<u>\$2,866</u>	<u>\$2,975</u>	<u>\$3,084</u>
DAYCARE ADMINISTRATOR					
Pay rate (\$/hour)	\$10.00	\$10.30	\$10.61	\$10.93	\$11.26
X Number of hours/week per asst.	22.50	22.50	22.50	22.50	22.50
X Number of weeks	43	43	43	43	43
X Number of Daycare Administrators	1	1	1	1	1
<u>Daycare Administrator Salaries</u>	<u>\$9,675</u>	<u>\$9,965</u>	<u>\$10,264</u>	<u>\$10,572</u>	<u>\$10,889</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Daycare Admin.</u>	<u>\$2,419</u>	<u>\$2,491</u>	<u>\$2,566</u>	<u>\$2,643</u>	<u>\$2,722</u>
DAYCARE SUBSTITUTES					
<u>Estimated wages</u>	<u>\$7,500</u>	<u>\$7,725</u>	<u>\$7,957</u>	<u>\$8,195</u>	<u>\$8,441</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Substitutes</u>	<u>\$900</u>	<u>\$927</u>	<u>\$955</u>	<u>\$983</u>	<u>\$1,013</u>
DAYCARE SUPPLIES					
<u>Estimated Costs</u>	<u>\$7,000</u>	<u>\$7,210</u>	<u>\$7,426</u>	<u>\$7,648</u>	<u>\$7,876</u>
DAYCARE SCHOLARSHIP					
<u>Estimated Costs</u>	<u>\$12,000</u>	<u>\$12,000</u>	<u>\$12,000</u>	<u>\$12,000</u>	<u>\$12,000</u>
DAYCARE TOTAL TAXES & BENEFITS	\$12,541	\$12,711	\$13,083	\$13,406	\$13,880

COMMUNITY DAY CHARTER SCHOOL
SUMMER PROGRAM EXPENSES
FEBRUARY 15, 1994

RECEIVED
BUDGET
10/11/94

SUMMER PROGRAM EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SUMMER DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per lead	40.00	40.00	40.00	40.00	40.00
X Number of weeks	9	9	9	9	9
X Number of leads	5	5	5	5	5
<u>Lead Summer Daycare Salaries</u>	<u>\$16,200</u>	<u>\$16,686</u>	<u>\$17,187</u>	<u>\$17,702</u>	<u>\$18,233</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Lead Summer</u>	<u>\$1,944</u>	<u>\$2,002</u>	<u>\$2,062</u>	<u>\$2,124</u>	<u>\$2,188</u>
SUMMER DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst.	40.00	40.00	40.00	40.00	40.00
X Number of weeks	9	9	9	9	9
X Number of asst.	5	5	5	5	5
<u>Asst. Summer Daycare Salaries</u>	<u>\$13,500</u>	<u>\$13,905</u>	<u>\$14,322</u>	<u>\$14,752</u>	<u>\$15,194</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Asst. Summer</u>	<u>\$1,620</u>	<u>\$1,669</u>	<u>\$1,719</u>	<u>\$1,770</u>	<u>\$1,823</u>
<u>Total Summer Daycare Benefits</u>	<u>\$3,564</u>	<u>\$3,671</u>	<u>\$3,781</u>	<u>\$3,894</u>	<u>\$4,011</u>
EDUCATIONAL SUPPLIES					
<u>Estimated Costs</u>	<u>\$2,000</u>	<u>\$2,060</u>	<u>\$2,122</u>	<u>\$2,185</u>	<u>\$2,251</u>
CONSULTATION					
<u>Estimated Costs</u>	<u>\$3,000</u>	<u>\$3,090</u>	<u>\$3,183</u>	<u>\$3,278</u>	<u>\$3,371</u>
CAMPING TRIP					
<u>Estimated Costs</u>	<u>\$2,000</u>	<u>\$2,060</u>	<u>\$2,122</u>	<u>\$2,185</u>	<u>\$2,251</u>
SWIM PROGRAM					
<u>Estimated Costs</u>	<u>\$3,000</u>	<u>\$3,090</u>	<u>\$3,183</u>	<u>\$3,278</u>	<u>\$3,371</u>
TRANSPORTATION					
<u>Estimated Costs</u>	<u>\$3,375</u>	<u>\$3,476</u>	<u>\$3,581</u>	<u>\$3,688</u>	<u>\$3,791</u>
SCHOLARSHIP					
<u>Estimated Costs</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>

COMMUNITY DAY CHARTER SCHOOL
YEAR 2 START-UP COSTS
FEBRUARY 15, 1994

*REVENUE
Budget
Follows*

REVENUE.

STARTUP MONEY FROM COMMUNITY DAYCARE OF LAWRENCE, INC.	\$8,680
 TOTAL REVENUE	 8,680

EXPENSES:

ANIMAL CENTER	100	1 rooms @ 100
ART		
BLOCKS	400	400/CLASS * 1 CLASS
CHALKBOARDS	300	\$300 * 1 ROOM
CLASSROOM SUPPLIES	200	200 * 1 ROOM
COMPUTERS & SUPPLIES		
DESKS & CHAIRS		
EDUCATIONAL EQUIP		
HEALTH CURR	100	\$5/CHILD * 20 CHILDREN
HOUSEKEEPING		
KITCHEN TABLES	180	2TABLES@ 75/TABLE + 2SETS *15/SET FOR CHAIRS
LANG. CURR. 1,2,3		
LANG. CURR. 4,5,6	800	ADDITIONAL BOOKS FOR 20 KIDS
LIBRARY BOOKS		
LISTENING STATIONS	100	1 STATION @ 100
LITERATURE CORNER	800	1 ROOM * \$800/RM
MANIPULATIVES	300	\$15/CHILD * 20KIDS
MATH CURR. 1,2,3		
MATH CURR. 4,5,6	1,000	ADDITIONAL BOOKS FOR 20 KIDS
MATS		
MUSIC		
OUTDOOR EQUIPMENT		
PERSONAL STORAGE	600	30/CHILD
REFERENCE BOOKS		
SAND TABLES		
SCIENCE CENTERS	400	1 ROOM @ 400
SOCIAL STUDIES	1,200	200/KIT*6KITS/YR*1 GRADES
SPECIAL RUGS		
SPORTS EQUIPMENT		
STORAGE	1,000	1 ROOM * 1000
TABLES & CHAIRS	1,200	30/CHAIR * 20 CHAIRS + 3 TABLES @\$200/TABLE
 LEASEHOLD IMPROVEMENTS		
 TOTAL EXPENSES	 \$8,680	
 NET YEAR 2 INCOME/LOSS	 0	

Community Day Charter School
190 Hampshire Street
Lawrence, MA 01840
(508) 682-6628

BY-LAWS OF
COMMUNITY DAY CHARTER SCHOOL

BY-LAWS
OF
COMMUNITY DAY CHARTER SCHOOL

ARTICLE I

Name, Purpose, Seal and Fiscal Year

Section 1.1 Organization Name

The name of the Organization shall be the Community Day Charter School (the "Charter School").

Section 1.2 Purposes

The purposes for which the Charter School is formed are set forth in M.G.L. Chapter 71, Section 89, as it may be amended (the Enabling Act"), including, but not limited to, the following: (1) To stimulate the development of innovative programs within public education; (2) To provide opportunities for innovative learning and assessments; (3) To provide parents and students with greater options in choosing schools within and outside their school districts; (4) To provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; (5) To encourage performance-based educational programs; and (6) To hold teachers and school administrators accountable for students' educational outcomes.

In addition, the Charter School shall carry out such duties and activities as are consistent with any and all applicable statutes and regulations.

Section 1.3 Charter School Seal

The Board of Trustees may adopt and alter the seal of the Charter School.

Section 1.4 Fiscal Year

Except as from time to time otherwise determined by the Board of Trustees, the fiscal year of the organization shall be the twelve months ending on June 30.

Section 1.5 Location

The principal office of the Charter School shall initially be located at 73 Prospect St. Lawrence, MA. The Board of Trustees may change the location of the principal office in 01840 the Commonwealth of Massachusetts effective upon filing a certificate with the Secretary of the Commonwealth.

Section 1.6 Certificate of Organization

The Charter School shall file a Certificate of Organization which lists the names and addresses of the members and officers of the Board of Trustees with the Secretary of the Commonwealth. Any amendments to the Certificate of Organization evidencing changes in the information contained in the Certificate shall be similarly filed. The Charter School shall also file these bylaws and any amendments thereto and any rules and regulations that it may adopt with the Secretary of the Commonwealth.

ARTICLE II

Board of Trustees

Section 2.1 Powers

The Board of Trustees shall have such powers and rights as are vested in the Enabling Act, as may be amended from time to time, the Certificate of Organization, these bylaws,

and any other applicable law or regulation. The Board of Trustees is authorized by the Commonwealth to supervise and control the Charter School. The Board of Trustees shall have the power of general management of the Charter School and shall exercise all the powers of the Charter School.

The Charter School shall be a public school operated under charter granted by the Secretary of Education and is a body politic and corporate with all powers necessary and desirable for carrying out the charter granted by the Secretary of Education. Included among these powers are the powers to

- (a) Adopt a name and corporate seal; provided that any name selected includes the words "charter school";
- (b) Sue and be sued, but only to the same extent and upon the same conditions that a town can be sued;
- (c) Acquire real property, from public or private sources, by lease, lease with an option to purchase, or by gift, for use as a school facility;
- (d) Receive and disburse funds for school purposes;
- (e) Make contracts and leases for the procurement of services, equipment and supplies; provided, however, that if the Board intends to procure substantially all educational services under contract with another person, the terms of such contract must be approved by the Secretary of Education, either as part of the original charter or by way of an amendment thereto;
- (f) Incur temporary debt in anticipation of receipt of funds;
- (g) Solicit and accept any grants or gifts for school purposes; and

- (h) Have such other powers available to a business corporation formed under M.G.L. Chapter 156B that are not inconsistent with the Chapter 71.

In addition, the Charter School shall have all powers granted by the Enabling Act as it may be amended.

In the event of one or more vacancies in the Board of Trustees, the remaining Trustees may exercise the powers of the full Board until such vacancy or vacancies are filled. All officers and agents of the Charter School shall act under the direction of the Board of Trustees.

Section 2.2 Composition

The number of Trustees shall be fixed from time to time by vote of the Founding Trustees of the Charter School; provided, however, that the number of Trustees shall be fixed at not less than three (3) and no more than twenty (20).

Section 2.3 Election and Tenure

The initial Board of Trustees shall be: William Webber, Myrta Cupeles,
Alcira Kane and Jeffrey Hernandez (the "Founding Trustees"). Each Trustee shall hold office until the next Annual Meeting or until his or her successor is duly elected and qualified, or until the Trustee sooner dies, resigns, is removed, or becomes disqualified. The Board of Trustees shall include at least three members of the Board of Directors of the Community Day Care Center of Lawrence, Inc. ("Community Day Care Representative Trustees"). The Founding Trustees shall initially serve as the Community Day Care Representative Trustees. The Founding Trustees shall be responsible

for election of all additional and successor trustees. All Trustees shall be deemed to be public agents.

Following the creation of the Advisory Committee as hereinafter described, the Founding Trustees shall appoint from the Parent Representatives of said Committee two Parent Representatives to serve as Trustees of the Charter School for a one-year term or until the next annual meeting, whichever occurs first, (the "Parent Representative Trustees"). The Parent Representative Trustees shall report to the Advisory Committee on matters before the Board of Trustees of interest to the Advisory Committee and the Parent Representative Trustees shall advise the Board of Trustees of matters before the Advisory Committee of interest to the Board of Trustees.

The Board of Trustees shall include at least three Trustees representing various community interests from the following areas of interest: business, social services, medical, legal, educational or religious, such individuals having expertise to contribute to the quality of the Charter School ("Community Interest Trustees"). The Community Interest Trustees may be the same individuals serving as the Founding Trustees or the Parent Representative Trustees or the Community Day Care Representative Trustees.

Section 2.4 Committees

The Board of Trustees may elect from their own number an executive committee, may appoint any other committees and may delegate to any such committees comprised solely of members of the Board of Trustees any or all of their powers except those which by law may not be delegated. Unless the Board of Trustees otherwise designates, committees shall conduct their affairs in the same manner as is provided in these by-laws for the Board of

Trustees. The Board of Trustees may abolish any such committee at any time, and may modify, remove or add to the powers delegated to the committee at any time, with or without notice. Any committee to which the Board of Trustees delegates any of its powers or duties shall keep records of its meetings and shall regularly report its actions to the Board of Trustees. The Board of Trustees shall have the power to rescind, modify, revoke or disapprove any vote or action of the committee.

2.4.1 Advisory Committee

The Board of Trustees shall appoint an Advisory Committee made up of no more than twelve individuals to serve a one-year term. The Head of School shall recommend qualified individuals to the Board of Trustees. The Advisory Committee shall include at least two teachers employed by the Charter School and at least five parents of children enrolled in the Charter School who are not also employees of the Charter School (Parent Representatives). The Advisory Committee's functions shall include:

- (1) to advise the Board of Trustees on matters of interest to the Advisory Committee and the Charter School, including, but not limited to, developing policy, goals and objectives of the Charter School, developing curriculum and budget, and developing policies concerning dress code and a code of conduct.
- (2) to assist in organizing activities to support and enhance the Charter School.
- (3) to assist in establishing open communications with all teachers, students and families of the Charter School.

The Advisory Committee shall be convened by the Head of School who shall serve as an ex officio member of the Advisory Committee. The Head of School shall elect a Chair to preside over meetings and Clerk to keep records of meetings of the Advisory Committee.

The full membership of the Advisory Committee shall meet with the Board of Trustees at least two times a year to discuss goals and objectives of the Charter School and evaluate progress in achieving said goals and objectives.

Section 2.5 Suspension or Removal

A Trustee may be suspended or removed with or without cause by vote of a majority of the Founding Trustees then in office. A Trustee may be removed with cause only after reasonable notice and opportunity to be heard.

Section 2.6 Resignation

A Trustee may resign by delivering his or her written resignation to the President, Vice-President or the Treasurer/Secretary of the Charter School, to a meeting of the Board of Trustees or to the Charter School at its principal office. Such resignation shall be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof shall not be necessary to make it effective unless it so states.

Section 2.7 Vacancies

Any vacancy in the Board of Trustees may be filled by vote of a majority of the Founding Trustees then in office at a meeting called for such purpose. Each successor shall hold office for the unexpired term or until he or she sooner dies, resigns, is removed or becomes disqualified. The remaining Trustees shall have and may exercise all their powers notwithstanding the existence of one or more vacancies in their number.

Section 2.8 Annual Meetings

The annual meeting of the Board of Trustees shall be held during the month of May at a time and place to be designated by the Board of Trustees for the purposes of adopting the annual report, electing Trustees and officers and transacting such other business as may be properly brought before such meeting. At the annual meeting, any business may be transacted whether or not notice of such meeting shall have contained reference thereto, except where such a reference is required by law or these bylaws.

Reasonable notice of the date, time, and location of the annual meeting of the Board of Trustees shall be given to each Trustee. Said notice shall specify the purpose of such meeting if either of the following shall be considered at such meeting: (1) contracts or transactions of the Charter School with interested persons; or (2) amendments to these bylaws.

If the annual meeting is not held as herein provided, a special meeting may be held in place thereof with the same force and effect as the annual meeting, and in such case all references to the annual meeting in these bylaws, except in this Section 2.8, shall be deemed to refer to said special meeting. Any such special meeting shall be called and notice shall be given as provided in Sections 2.10 and 2.11.

Section 2.9 Regular Meetings

Regular meetings of the Board of Trustees may be held at such places, within the Commonwealth of Massachusetts, and at such times as the Board may from time to time by vote determine. No notice to the Trustees shall be required for any regular meeting held at a time and place fixed in advance by the Board of Trustees, provided that reasonable notice of

the first regular meeting following the determination by the Board of Trustees of times and places for regular meetings shall be given to absent Trustees and provided, further, that reasonable notice specifying the purpose of a regular meeting shall be given to each Trustee if either contracts or transactions of the Charter School with interested persons or amendments to these by-laws are to be considered at the meeting.

Section 2.10 Special Meetings

Special meetings of the Board of Trustees may be held at any time and a any place within the Commonwealth of Massachusetts when called by the President or by any two (2) or more Trustees, or if there shall be less than three (3) Trustees by any one (1) Trustee, with reasonable notice thereof being given to each Trustee by the President, or by the Trustee(s) calling the meeting.

Section 2.11 Notice to the Trustees

No change in the date of the annual meeting may be made within sixty (60) days before the date fixed in these by-laws. Notice of any change of the date fixed in these by-laws for the annual meeting shall be given to the Trustees at least twenty (20) days before the new date fixed for such meeting. Any notice for any other purpose to a Trustee shall be deemed reasonable and sufficient if given in person, or by telephone, telecopier, telegram or similar electronic means at least 48 hours, or by mail at least 96 hours, before the meeting. any such written notice to be directed to such Trustee at his or her address as last recorded on the records of the Charter School. Notice of a meeting need not be given to any Trustee if a written waiver of notice, executed before or after the meeting, is filed with the records of the meeting, or to any Trustee who attends the meeting without protesting prior to the

meeting or at its commencement the lack of notice. A notice or waiver of notice need not specify the purpose of the meeting unless the matters to be considered at such meeting are contracts or transactions between the Charter School and interested parties, or amendments to these by-laws.

Any person authorized to give notice of any annual, regular or special meeting may make affidavit of such notice, which as to the facts therein stated shall be conclusive. It shall be the duty of every Trustee to furnish to the Treasurer/Secretary of the Charter School his or her current mailing address and telephone number for notice purposes.

Section 2.12 Quorum

Except as otherwise provided by law or by these by-laws, a quorum for any election, other than election of Trustees, or for the consideration of any question shall consist of a majority of the Trustees then in office, but if a meeting lacks a quorum, less than a quorum may adjourn such meeting from time to time to a future date or dissolve such meeting. A quorum for election of Trustees or determination of the number of Trustees shall consist of a majority of the Founding Trustees. If a meeting is adjourned to a future date, it may be held as so adjourned without further notice.

The announcement of a quorum by the officer presiding at the meeting shall constitute conclusive evidence that a quorum is present. However, the absence of such an announcement shall have no significance.

Section 2.13 Action by Vote

When a quorum is present at any meeting, the votes of a majority of Trustees present at the meeting shall be sufficient for election to any office and shall decide any question brought before such meeting, except in any case where a larger vote is required by law or by these by-laws. A vote of a majority of the Founding Trustees shall be sufficient for election of Trustees and on the question of the number of Trustees.

Section 2.14 Telephone Conference

Members of the Board of Trustees or any committee designated thereby may participate in a meeting of such Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

Section 2.15 Trustees' Responsibilities

The Board of Trustees shall be responsible for (a) determining the curriculum of any school operated by the Charter School, as required by law; (b) developing the annual budget of any school operated by the Charter School in consultation with that school's teachers; and (c) the submission of annual reports to the Secretary of Education, the parents and guardians of children enrolled in the Charter School, and the parents and guardians of children contemplating enrollment in the Charter School, as required by law.

Section 2.16 Compensation

Trustees shall not be entitled to receive compensation for their services as Trustees. Trustees may be reimbursed for the reasonable expenses of attending meetings.

Section 2.17 Management Agent. Head of School

The Board of Trustees of the Charter School shall enter into a Management Agreement with the Community Day Care Center of Lawrence, Inc. (the "Management Agent") to provide the following management services:

- (1) financial oversight including preparation of a budget for approval by the Board of Trustees and responsibility for administering said budget, including preparation of regular and annual financial reports in compliance with statutory requirements; and
- (2) responsibility for purchasing all goods and services on behalf of and in the name of the Charter School;
- (3) hiring of Head of School as an employee of the Charter School;
- (4) administrative oversight of the Charter School including recommending to the Board of Trustees for approval a curriculum and set of objectives and goals for the Charter School;
- (5) preparation of annual report for approval by the Board of Trustees; and
- (6) preparation and recommendation of policies for admissions, expulsion and complaint hearings, all subject to the approval of the Board of Trustees.

The Executive Director of the Management Agent shall serve as the primary responsible person under the Management Agreement and shall report on a regular basis to the Board of Trustees of the Charter School.

The Head of School shall be hired by and be accountable to the Management Agent as an employee of the Charter School and shall perform the following duties:

- (1) assist in the preparation of the budget and curriculum of the Charter School;
- (2) assist in establishing goals and objectives of the Charter School and implement and administer said goals and objectives;
- (3) hire and supervise and evaluate all teachers and staff of the Charter School as employees of the Charter School;
- (4) assure compliance with all applicable laws;
- (5) assist in establishing disciplinary policies and code of conduct; and
- (6) nominate and convene Advisory Committee.

ARTICLE III

Open Meeting Requirement

To the extent required by law, all meetings of the Board of Trustees, and of any executive committee appointed by the Board of Trustees, shall be open to the public and any person shall be permitted to attend any such meetings. No quorum of the Board of Trustees or of any Executive Committee appointed by the Board of Trustees shall meet in an executive session for the purpose of deciding on or deliberating toward a decision on any matter, except as required or permitted by law. Notice shall be provided of any meeting of the Board of Trustees and of any executive committee appointed by the Board of Trustees, and records of such meetings kept, as required by law.

ARTICLE IV

Officers of the Charter School

Section 4.1 Officers

The officers of the Charter School shall be a President, Vice-President, and a Treasurer/Secretary, and such other officers elected or appointed in such manner as the Board of Trustees may from time to time determine. The Charter School may also have agents, as the Board of Trustees may appoint.

Section 4.2 Election and Tenure

The officers of the Charter School shall be elected annually by the Board of Trustees at the annual meeting following election of the Board of Trustees by the Founding Trustees. They shall hold office until the next annual meeting subject to the by-laws, unless a shorter period shall have been specified by the terms of their election, and until their successors are elected and qualify, unless they shall sooner die, resign, be removed or become disqualified. Each agent shall retain his or her authority at the pleasure of the Board of Trustees.

Section 4.3 Qualification

Only Trustees are qualified to serve as officers. The Treasurer/Secretary shall be a resident of the Commonwealth of Massachusetts. The same person may hold more than one office.

Section 4.4 President and Vice-President of the Board of Trustees

The President of the Board of Trustees shall preside at all meetings of the Board of Trustees, except as the Board of Trustees shall otherwise determine, and shall have such other powers and duties as may be determined by the Board. The President shall be the chief executive officer of the Charter School and, subject to the direction of the Board of Trustees,

shall have general charge and supervision of the affairs of the Charter School. In the event of his or her absence or disability, the Vice-President, shall perform the duties of the President. In the event of the absence or disability of both the President and Vice-President, a temporary chair shall be elected by those present at such meeting and shall preside.

Section 4.5 Treasurer/Secretary

The Treasurer/Secretary shall, subject to the direction of the Board of Trustees, have general charge of the financial affairs of the Charter School. (S)he shall keep or shall cause to be kept regular books of account, shall report to the Board of Trustees at regular intervals the financial condition of the Charter School, and shall ensure that a true and accurate accounting of the financial transactions of the Charter School is made. The Treasurer/Secretary shall be responsible for the safekeeping of all investments and funds of the Charter School, which funds and investments shall be held in such depository or depositories as the Board of Trustees shall select and as permitted or required by law. The Treasurer/Secretary shall be in charge of the Charter School's valuable papers, books of account and accounting records, and shall have custody of the Charter School's seal.

The Treasurer/Secretary shall record and maintain records of all proceedings of the Charter School in a book or a series of books kept within the Commonwealth at the principal office of the Charter School or at the office of its Treasurer/Secretary or its resident agent. Such book or books shall be open at all reasonable times to the inspection of any Trustee. Such book or books shall also contain the original or attested copies of the Certificate of Organization and the bylaws, and the names of all of the Trustees and the address of each. If the Treasurer/Secretary is absent or unavailable, an Assistant Treasurer/Secretary, if one shall

have been elected, shall have the duties and powers of Treasurer/Secretary and shall have such further duties and powers as the Board of Trustees shall from time to time determine. In the event of the absence or unavailability of both the Treasurer/Secretary and Assistant Treasurer/Secretary from any meeting of the Charter School, a temporary Treasurer/Secretary chosen by those present at the meeting shall exercise the duties of the Treasurer/Secretary at that meeting.

Section 4.6 Powers and Duties of Officers

Subject to these by-laws and to the control and direction of the Board of Trustees, each officer shall have in addition to the duties and powers specifically set forth in these by-laws, such duties and powers as are customarily incident to such office and such additional duties and powers as the Board of Trustees may from time to time determine.

Section 4.7 Bonds

The Board of Trustees may from time to time require from any one or more of the officers or agents of the Charter School that they shall give bonds for the faithful performance of their duties in such form, in such sum and with such sureties as the Board may determine. The premium for all such bonds shall be paid by the Charter School.

Section 4.8 Suspension and Removal

The Board of Trustees may terminate or modify the authority of any agent or employee. The Board of Trustees may suspend an officer with or without cause by vote of a majority of the Trustees then in office. The Board of Trustees may remove any officer from office with or without cause by vote of a majority of the Trustees then in office.

Section 4.9 Resignations

Any officer may resign at any time by delivering to the President or the Treasurer/Secretary or to a meeting of the Board of Trustees a written instrument which, if it does not specify a later effective date and time, shall take effect when accepted by the President, the Treasurer/Secretary or the Board of Trustees.

Section 4.10 Vacancies

If the office of any officer becomes vacant, the Board of Trustees may choose or appoint a successor by vote of a majority of the Trustees present at the meeting at which such choice or appointment is made. Each such successor shall hold office for the unexpired term of his or her predecessor and until another shall be chosen or appointed and qualifies for such office or until such successor sooner dies, resigns, is removed or becomes disqualified.

Section 4.11 Compensation

No officer shall be compensated for services rendered as an officer of the Board. Officers shall be entitled to be reimbursed for reasonable expenses incurred in the performance of their duties.

ARTICLE V

Code of Conduct

To the extent required by law, the Trustees and officers of the Charter School shall comply with M.G.L. Chapter 268A regarding the ethical obligations of public agents.

ARTICLE VI

Personal Liability

The Board of Trustees and officers of the Charter School shall be considered a public employer for purposes of tort liability under M.G.L. Chapter 258. Employees of the Charter

School shall be considered public employees for purposes of tort liability under M.G.L. c. 258. The Trustees and officers shall not be personally liable for any debt, liability or obligation of the Charter School. All persons, corporations or other entities extending credit to, contracting with or having any claim against, the Charter School may look only to the funds and property of the Charter School for the payment of any such contract or claim or for the payment of any debt, damages, judgment, or decree, or for any money that may otherwise become due or payable to them from the Charter School.

ARTICLE VII

Conflict of Interest

No contract or transaction between the Charter School and one or more of its Trustees or officers, or between the Charter School and any other organization of which one or more of its directors, trustees or officers are Trustees or officers, or in which any of them has any financial or other interest, shall be void or voidable, or in any way affected, solely for this reason, or solely because the Trustee or officer is present at or participates in the meeting of the Board of Trustees or committee thereof which authorizes, approves or ratifies the contract or transaction, or solely because his, her or their votes are counted for purposes, if:

(a) The material facts as to his/her or her relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Trustees or the committee which authorizes, approves or ratifies the contract or transaction, and the Board or committee in good faith authorizes, approves or ratifies the contract or transaction by the affirmative vote of a majority of the disinterested Trustees, even though the disinterested Trustees be less than a quorum; or

(b) The contract or transaction is fair as to the Charter School as of the time it is authorized, approved or ratified by the Board of Trustees, or a committee thereof.

Interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board of Trustees or of a committee thereof which authorizes, approves or ratifies the contract or transaction. No Trustee or officer of the Charter School shall be liable or accountable to the Charter School or to any of its creditors or to any other person, either for any loss to the Charter School or to any other person or for any gains or profits realized by such Trustee or officer, by reason of any contract or transaction as to which clauses (a) or (b) above are applicable.

ARTICLE VIII

Indemnification

Section 8.1 Right of Indemnification

The Charter School shall indemnify and reimburse out of the Charter School's funds any person (or the personal representative of any person) who at any time serves or shall have served as Trustee, officer, employee or other agent of the Charter School, or who serves or shall have served at its request as an officer, employee, or other agent of another organization in which it has an interest, whether or not in office at the time, against and for any and all claims and liabilities to which he or she may be or become subject by reason of such service and against and for any and all expenses necessarily incurred in connection with the defense or reasonable settlement of any legal or administrative proceedings to which he or she is made a party by reason of such service except with respect to any matter as to which he or she shall have been adjudicated in any proceeding not to have acted in good faith in the

reasonable belief that his or her action was in the best interests of the Charter School or, to the extent that such matter relates to service with respect to an employee benefit plan, in the best interests of the participants or beneficiaries of such employee benefit plan. In effecting such indemnity and reimbursement, the Board of Trustees may enter into such agreements and direct the officers of the Charter School to make such payment or payments and take such other action (including employment of counsel to defend against such claims and liabilities) as may in their judgment appear to be reasonable necessary or desirable. Such indemnification or reimbursement shall not be deemed to exclude any other rights or privileges to which such person may be entitled.

Section 8.2 Indemnification in Advance of Final Disposition of Action

Indemnification of the persons specified in Section 8.1 may include payment by the Charter School of expenses incurred in defending a civil or criminal action or proceeding upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification by law or under this by-laws.

Section 8.3 Insurance

The Charter School shall have power to purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or other agent of the Charter School, or is or was serving at the request of the Charter School as a director, officer, Trustee, employee or agent of another organization in which it has an interest against any liability incurred by him or her in any such capacity or arising out of his or her status as such whether or not the Charter School would have the power to indemnify him or her against such liability.

ARTICLE IX

Miscellaneous

Section 9.1 Voting Stock in Other Corporation

Whenever the Charter School shall own stock of another corporation, either the President or Treasurer/Secretary may, on behalf of the Charter School: (i) waive notice of any meeting of stockholders or shareholders of any other corporation, or of any association, trust or firm of which any securities are held by the Charter School; (ii) appoint any person or persons to act as proxy or attorney-in-fact for the Charter School, with or without substitutions, at any such meeting; and (iii) execute instruments of consent to stockholder or shareholder action taken without a meeting.

Section 9.2 Checks, Etc.

To the extent permitted by law, all checks, drafts, endorsements, notes and evidence of indebtedness of the Charter School, and all endorsements for deposits to the credit of the Charter School shall be signed by such officer or officers, agent or agents of the Charter School and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the President or Vice-President and countersigned by the Treasurer/Secretary.

Section 9.3 Loans

No loans or advances shall be contracted on behalf of the Charter School and no note or other evidence of indebtedness shall be issued in its name unless permitted by law and unless and except as authorized by the members of the Board of Trustees. Any such

authorization may be general or confined to specific instances, and may include authorization to pledge as security for loans or advances so authorized, any and all securities and other real or personal property at any time held by the Charter School.

Section 9.4 Contracts

To the extent permitted by law, the President or any other officer or agent specifically authorized by the Board of Trustees, may, in the name of and on behalf of the Charter School, enter into those contract or execute and deliver those instruments that are specifically authorized by the Board of Trustees. No other officer or other agent of the Charter School may enter into any contract or execute and deliver any instrument in the name of or on behalf of the Charter School.

Section 9.5 Recordable Instruments

To the extent such execution is permitted by law, any recordable instrument purporting to affect an interest in real estate executed in the name of the Charter School shall be executed by the President and Vice-President or other officer or agent specifically authorized by the Board of Trustees. So executed, said instruments shall be binding on the Charter School in favor of a purchaser or other person relying in good faith on such instruments notwithstanding any inconsistent provisions of the Certificate of Organization, these Bylaws or resolutions or votes of the Board of Trustees.

Section 9.6 Execution or Certifications

Any action taken by the Board of Trustees or any committee thereof may be certified by the officer whose duty it is to keep the minutes of such meeting or by the officer or

Trustee keeping the records thereof or presiding thereat; and any such certificate shall be conclusive evidence for all purposes that the action so certified was properly taken.

Section 9.7 Dissolution of the Charter School

Subject to the applicable provisions of the law, the Charter School may dissolve at any time by the affirmative vote of at least two-thirds of the Trustees. Upon the liquidation or dissolution of the Charter School, after payment of all liabilities of the Charter School or due provisions therefor, all of the assets of the Charter School shall be disposed of as permitted or required by law. The Charter School's charter issued by the Secretary of Education is subject to the provisions of the Enabling Act concerning its term and revocation thereof.

Section 9.8 Policy of Nondiscrimination

The Charter School will not discriminate against any client, employee or applicant for employment on the basis of race, creed, color, sex, sexual orientation or national or ethnic origin, sexual orientation, mental or physical disability, age or ancestry. The Charter School shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age ancestry, athletic performance, special need, or proficiency in the English language and academic achievement.

ARTICLE X

Amendments

These by-laws may at any time be amended or repealed by vote of a majority of the Trustees then in office as to all provisions except composition of and election of Trustees.

Any amendment as to provisions concerning composition or election of Trustees shall require a vote of a majority of Founding Trustees.

Day Care Operating Budget & Projection

Five Year Projection Beginning in Fall 1995

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REVENUES					
Private Day Care Tuition	61,342	68,707	71,307	73,384	75,542
TOTAL REVENUES	61,342	68,707	71,307	73,384	75,542
EXPENSES					
Direct Student Costs:					
Supplies	4,205	5,369	6,000	6,120	6,260
Total Direct Students Costs	4,205	5,369	6,000	6,120	6,260
Personnel:					
Salaries - Teachers	19,203	22,491	23,166	23,861	24,576
Salaries - Administration	20,000	20,600	21,218	21,854	22,510
Salaries - Substitute Teachers	4,134	4,842	4,987	5,137	5,291
Benefits	9,800	10,772	11,096	11,428	11,771
Staff Development	500	642	730	751	773
Total Personnel	53,637	59,347	61,197	63,031	64,921
Occupancy					
Rent/Utilities/Maintenance	2,000	2,060	2,121	2,185	2,251
Total Occupancy	2,000	2,060	2,121	2,185	2,251
Office:					
Supplies/Printing/Copying	1,500	1,931	1,989	2,048	2,110
Total Office	1,500	1,931	1,989	2,048	2,110
TOTAL EXPENSES	61,342	68,707	71,307	73,384	75,542
EXCESS (DEFICIENCY)	0	0	0	0	0
BEGINNING FUND BALANCE	0	0	0	0	0
ENDING FUND BALANCE	0	0	0	0	0

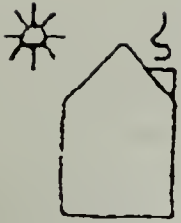
BUDGET ASSUMPTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INFLATION RATE (COLA)	3.00%	3.00%	3.00%	3.00%	3.00%
FICA RATE	7.65%	7.65%	7.65%	7.65%	7.65%
NUMBER OF CLASSES	6	7	8	9	9
PER PUPIL TUITION REVENUE					
Number of children enrolled	138	175	200	225	225
Per pupil reimbursement	<u>5,500</u>	<u>5,665</u>	<u>5,835</u>	<u>6,010</u>	<u>6,190</u>
	759,000	991,375	1,166,990	1,352,250	1,392,817
NUMBER OF TEACHERS					
Level 1	2	3	3	3	3
x Level 1 rate	35,000	36,050	37,132	38,245	39,393
	70,000	108,150	111,395	114,736	118,178
Level 2	2	2	3	4	4
x Level 2 rate	25,000	25,750	26,523	27,318	28,138
	50,000	51,500	79,568	109,273	112,551
Level 3	2	2	2	3	3
x Level 3 rate	19,000	19,570	20,157	20,762	21,385
	38,000	39,140	40,314	62,285	64,154
TOTAL TEACHERS (LEAD)	158,000	198,790	231,276	286,294	294,883
ASSISTANT TEACHERS					
Number of F/T asst. teachers	6	7	8	9	9
Rate per hour	9.00	9.27	9.55	9.83	10.13
# of hours per week	40	40	40	40	40
# of weeks	44	44	44	44	44
Total F/T asst. teachers	95,040	114,206	134,437	155,779	160,453
Number of P/T asst. teachers	0	0	0	0	0
Rate per hour	7.00	7.21	7.43	7.65	7.88
# of hours per week	0	0	0	0	0
# of weeks	44	44	44	44	44
Total P/T asst. teachers	0	0	0	0	0
Total asst. teachers	95,040	114,206	134,437	155,779	160,453
PRINCIPAL/EXECUTIVE ADMIN.					
Salary	40,000	41,200	42,436	43,709	45,020
EXECUTIVE ASSISTANT					
Full-time assistant	30,000	30,900	31,827	32,782	33,765

SUBSTITUTE TEACHERS					
# OF FTEs	1.00	1.25	1.50	1.75	2.00
Rate per hour	7.00	7.21	7.43	7.65	7.88
40 hours/week * 44 weeks	1,760	1,760	1,760	1,760	1,760
	12,320	15,862	19,605	23,559	27,733
FICA	942	1,213	1,500	1,802	2,122
TOTAL SUBSTITUTE TEACHER	13,262	17,075	21,105	25,361	29,854
TRANSPORTATION					
\$175 X 220 DAYS/138 KIDS	279	PER PUPIL (APPROX.)			
RATE	279.00	287.37	295.99	304.87	314.02
TOTAL TRANSPORTATION	38,502	50,290	59,198	68,596	70,654
SUPPLIES					
RATE PER PUPIL	150	155	159	164	169
TOTAL SUPPLIES	20,700	27,038	31,827	36,880	37,986
DEPRECIATION					
DEPRECIABLE BASE	150,000	175,000	190,000	200,000	200,000
AVE. LIFE	5	5	5	5	5
TOTAL DEPRECIATION	30,000	35,000	38,000	40,000	40,000
FIELD STUDY					
AMOUNT PER CLASS	600	618	637	656	675
TOTAL FIELD STUDY	3,600	4,326	5,092	5,901	6,078
INSURANCE	12,000	12,360	12,731	13,113	13,506
CUSTODIANS					
# OF CUSTODIANS	1	1	1	1	1
RATE PER HOUR	10.00	10.30	10.61	10.93	11.26
HOURS PER WEEK	35	40	40	40	40
WEEKS PER YEAR	44	44	44	44	44
TOTAL CUSTODIANS	15,400	18,128	18,672	19,232	19,809
COOKS					
# OF HEAD COOKS	1	1	1	1	1
RATE PER HOUR	10.00	10.30	10.61	10.93	11.26
HOURS PER WEEK	25	25	25	25	25
WEEKS PER YEAR	44	44	44	44	44
HEAD COOK	11,000	11,330	11,670	12,020	12,381
# OF ASST COOKS	1	1	1	1	1
RATE PER HOUR	7.00	7.21	7.43	7.65	7.88
HOURS PER WEEK	25	25	25	25	25
WEEKS PER YEAR	44	44	44	44	44
ASST COOK	7,700	7,931	8,169	8,414	8,666
TOTAL COOKS	18,700	19,261	19,839	20,434	21,047
CURRICULUM SPECIALISTS					
HOURS PER CLASS	5	5	5	5	5
HOURS PER WEEK	30	35	40	45	45
RATE PER HOUR	15.00	15.45	15.91	16.39	16.88
WEEKS PER YEAR	44	44	44	44	44
CURR. SPEC.	19,800	23,793	28,008	32,454	33,428
FICA	1,515	1,820	2,143	2,483	2,557
TOTAL CURR. SPEC.	21,315	25,613	30,150	34,937	35,985

REMEDIAL SUPPORT					
AMOUNT PER CLASS	2,000	2,060	2,122	2,185	2,251
TOTAL REMEDIAL SUPPORT	12,000	14,420	16,974	19,669	20,259
STAFF DEVELOPMENT	6,000	6,180	6,365	6,556	6,753
RENT					
18000/138 KIDS	131	135	139	143	147
TOTAL RENT	18,078	23,613	27,796	32,208	33,174
KITCHEN SUPPLIES					
4500/138 KIDS	33.00	33.99	35.01	36.06	37.14
TOTAL KITCHEN SUPPLIES	4,554	5,948	7,002	8,113	8,357
MAINTENANCE					
18800/138 KIDS	136	140	144	149	153
TOTAL MAINTENANCE	18,768	24,514	28,856	33,437	34,441
UTILITIES	9,500	9,785	10,079	10,381	10,692
JANITORIAL SUPPLIES					
50 PER CHILD	50.00	51.50	53.05	54.64	56.28
TOTAL JANITORIAL SUPPLIES	6,900	9,013	10,609	12,293	12,662
SUPPLIES/PRINTING/COPYING					
PAGES/STUDENT/DAY	5	5	5	5	5
# OF DAYS	220	220	220	220	220
COST PER PAGE	0.02	0.02	0.02	0.02	0.02
TOTAL S/P/C	3,036	3,850	4,400	4,950	4,950
EQUIPMENT RENTAL	1,500	1,545	1,591	1,639	1,688
TELEPHONE	3,000	3,090	3,183	3,278	3,377
POSTAGE	500	515	530	546	563
ADVERTISING & PR	15,000	15,450	15,914	16,391	16,883
INTEREST					
INTEREST RATE	9.00%	9.00%	9.00%	9.00%	9.00%
PRINCIPAL OUTSTANDING	200,000	395,000	385,000	375,000	365,000
TOTAL INTEREST CHARGE	18,000	35,550	34,650	33,750	32,850
Additional principal in year 2 used to finance expansion plans necessary to open grades 7 and 8.					
Simple interest loan, debt service due at year-end, balloon payment of \$315,000 due at end of year 10.					
LEGAL AUDIT & OTHER	22,500	23,175	23,870	24,586	25,324
CONTINGENCY					
CONTINGENCY AT STD	37,950	49,569	58,350	67,612	69,641
CONTINGENCY ADJUSTMENT	-26,663	-11,261	1,307	6,351	6,384
TOTAL CONTINGENCY	11,287	38,308	59,657	73,963	76,025
INDIRECT ADMIN SUPPORT					
INDIRECT AT STD	75,900	99,138	116,699	135,225	139,282
INDIRECT ADJUSTMENT	-53,326	-22,521	2,613	12,701	12,769
TOTAL INDIRECT ADMIN	22,574	76,617	119,312	147,926	152,051

DAY CARE OPERATING BUDGET					
ASSUMPTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INFLATION RATE (COLA)	3.00%	3.00%	3.00%	3.00%	3.00%
FICA RATE	7.65%	7.65%	7.65%	7.65%	7.65%
NUMBER OF SCHOOL-DAYS	195	195	195	195	195
NUMBER OF VACATION DAYS	15	15	15	15	15
PRIVATE DAY CARE					
Morning Day Care					
Morning Day Care-Flat Rate	\$4.00	\$4.00	\$4.00	\$4.00	\$4.00
# of children in Morn. Day Care	26	30	30	30	30
Morning Day Care Revenue	\$20,280.00	\$23,400.00	\$23,400.00	\$23,400.00	\$23,400.00
Afternoon Day Care					
Afternoon Day Care-Hourly Rate	\$3.00	\$3.09	\$3.18	\$3.28	\$3.38
# of children 4PM-4:30PM	35	40	42	43	44
# of children 4:30PM-5PM	35	40	42	43	44
# of children 5PM-5:30PM	15	15	15	15	15
Afternoon Day Care	\$24,862.50	\$28,621.13	\$30,721.01	\$32,281.89	\$33,908.77
Vacation Day Care					
Vacation Day Care-Hourly Rate	\$3.00	\$3.09	\$3.18	\$3.28	\$3.38
# of children using 20hrs/week	25	25	25	25	25
# of children using 40hrs/week	25	25	25	25	25
# of children using 50hrs/week	6	6	6	6	6
Vacation Day Care	\$16,200.00	\$16,686.00	\$17,186.58	\$17,702.18	\$18,233.24
TOTAL DAY CARE REVENUE	\$61,342.50	\$68,707.13	\$71,307.59	\$73,384.06	\$75,542.01

DAY CARE TEACHERS					
Rate per hour	9.00	9.27	9.55	9.83	10.13
Morning Day Care					
# of teachers	1	1	1	1	1
# hours per day	1.25	1.25	1.25	1.25	1.25
	2,194	2,260	2,327	2,397	2,469
# of teachers	2	2	2	2	2
# hours per day	0.50	0.50	0.50	0.50	0.50
	1,755	1,808	1,862	1,918	1,975
Total Morning Day Care	3,949	4,067	4,189	4,315	4,444
Afternoon Day Care					
# of teachers	2	3	3	3	3
# hours per day	1.5	1.5	1.5	1.5	1.5
	5,265	8,134	8,378	8,630	8,889
# of teachers	2	2	2	2	2
# hours per day	1.00	1.00	1.00	1.00	1.00
	3,510	3,615	3,724	3,835	3,951
Total Afternoon Day Care	8,775	11,750	12,102	12,465	12,839
Vacation Day Care					
# of teachers	6	6	6	6	6
# hours per day	8	8	8	8	8
Total Vacation Day Care	6,480	6,674	6,875	7,081	7,293
TOTAL DAY CARE TEACHERS	19,204	22,491	23,166	23,861	24,577
ADMINISTRATION					
1 FULL-TIME	20,000	20,600	21,218	21,855	22,510
SUBSTITUTE TEACHERS					
Percentage of Teachers	20.00%	20.00%	20.00%	20.00%	20.00%
Substitute Teachers	3841	4498	4633	4772	4915
FICA	294	344	354	365	376
TOTAL SUBSTITUTE TEACHER	4,135	4,842	4,988	5,137	5,291
EDUCATIONAL SUPPLIES					
TOTAL SUPPLIES	4,205	5,369	6,000	6,120	6,260
STAFF DEVELOPMENT					
	500	642	730	752	773
OFFICE SUPPLIES					
PRINTING/COPYING/MISC.	1,500	1,931	1,989	2,049	2,110
OCCUPANCY					
RENT, UTILITIES, MAINT.	2,000	2,060	2,122	2,185	2,251



community day care center of lawrence, inc.

Old Library Professional Building
190 Hampshire Street • Room 302
Lawrence, MA 01840 • Tel. 682-6628

December 17, 1994

Virginia Greiman
General Counsel
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Ms. Greiman:

As you requested we have revised our budget to reflect a per pupil expenditure (revenue) of \$4,924. You will find our revisions (attached) on page 1 of 8 (revised), page 4 of 8 (revised), page 5 of 8 (revised) and page 6 of 8 (revised).

As advised on December 6, we have amended the budget to delete the costs of school lunch and transportation. For your information, we had budgeted an amount of \$65,870 for these expenditures and we understand additional revenue will be available to offset some of the costs in these areas.

We have worked very hard to obtain the data that we require to make an informed decision about the development and implementation of our school. We thank you for your efforts in supporting the project and look forward to working with you in the future.

Sincerely,

Sheila Balboni
Executive Director

Charter School Operating Budget & Projection

Five Year Projection Beginning in Fall 1995

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REVENUES					
Per Pupil Tuition Revenue	679,512	887,600	1,044,800	1,210,725	1,246,950
Student Entitlements					
Grants					
TOTAL REVENUES	679,512	887,600	1,044,800	1,210,725	1,246,950
EXPENSES					
<i>Direct Student Costs:</i>					
Transportation	0	0	0	0	0
Supplies	20,700	27,037	31,827	36,879	37,985
Depreciation	30,000	35,000	38,000	40,000	40,000
Field Study	3,600	4,326	5,092	5,900	6,077
Insurance Expense	12,000	12,360	12,730	13,112	13,506
Total Direct Students Costs	66,300	78,723	87,649	95,891	97,568
<i>Personnel:</i>					
Salaries - Principal/Executive Adminitr	40,000	41,200	42,436	43,709	45,020
Salaries - Teachers	158,000	198,790	231,276	286,294	294,883
Salaries - Assistant Teachers	95,040	114,206	134,437	155,779	160,452
Salaries - Executive Assistant	30,000	30,900	31,827	32,781	33,765
Salaries - Custodians	15,400	18,128	18,671	19,231	19,808
Salaries - Cooks	0	19,261	19,838	20,433	21,047
Salaries - Substitute Teachers	13,262	17,075	21,105	25,361	29,854
Benefits	84,610	105,621	119,621	139,556	143,743
Salaries - Curriculum Specialists	21,314	25,613	30,150	34,936	35,984
Remedial Support	12,000	14,420	16,974	19,669	20,259
Staff Development	6,000	6,180	6,365	6,556	6,753
Total Personnel	475,626	591,394	672,700	784,305	811,568
<i>Occupancy:</i>					
Rent	18,078	23,612	27,795	32,208	33,174
Kitchen Supplies	0	0	0	0	0
Maintenance	18,768	24,514	28,856	33,437	34,440
Utilities	9,500	9,785	10,078	10,380	10,692
Janitorial Supplies	6,900	9,012	10,609	12,293	12,661
Total Occupancy	53,246	66,923	77,338	88,318	90,967
<i>Office:</i>					
Supplies/Printing/Copying	3,036	3,850	4,400	4,950	4,950
Equipment Rental & Maintenance	1,500	1,545	1,591	1,639	1,688
Telephone/Communications	3,000	3,090	3,182	3,278	3,376
Postage & Shipping	500	515	530	546	562
Total Office	8,036	9,000	9,703	10,413	10,576
<i>Other:</i>					
Indirect Administrative Support	17,203	48,357	85,521	108,357	111,229
Advertising & Public Relations	10,000	10,300	10,609	10,927	11,255
Interest	18,000	35,550	34,650	33,750	32,850
Legal, Audit & Other Fees	22,500	23,175	23,870	24,586	25,323
Contingency	8,601	24,178	42,760	54,178	55,614
Total Other	76,304	141,560	197,410	231,798	236,271
TOTAL EXPENSES	679,512	887,600	1,044,800	1,210,725	1,246,950
EXCESS (DEFICIENCY)	0	0	0	0	0
BEGINNING FUND BALANCE	0	0	0	0	0
ENDING FUND BALANCE	0	0	0	0	0

START-UP BUDGET

START-UP MONEY FROM
COMMUNITY DAY CARE

150,000

TOTAL REVENUE

150,000

EXPENSES	AMOUNT	DESCRIPTION
COMPUTERS & SUPPLIES	22,000	10 comp., 6 printers, network, software, supplies & modem setups
CAFETERIA SEATING	500	Seating for 50
BULLETIN BOARDS	900	\$450/class * 2 rooms
BLOCKS	1,600	\$400/class * 4 rooms
DESKS & CHAIRS	5,500	Approx. \$75/desk * 75 kids
EDUCATIONAL EQUIP	3,000	\$500/class * 6 classes
LIBRARY SHELVES	2,600	Complete set
LIBRARY BOOKS	2,500	
REFERENCE BOOKS	1,000	
HEALTH CURR	795	\$5/child * 138 children + 3-\$35 teacher's guides
LANG. CURR. 1,2,3	3,000	3 rooms @ \$1,000/room
LANG. CURR. 4,5,6	3,750	3 rooms @ \$1,250/room
MATH CURR. 1,2,3	2,700	1st:850; 2nd:850; 3rd:1,000
MATH CURR. 4,5,6	3,000	3 grades @ \$1,000/grade
SCIENCE EQUIPMENT	2,700	6 rooms @ \$450/room for equip. & animals
SCIENCE CURRICULUM	1500	Textbooks for grades 3 - 6
SOCIAL STUDIES	4,400	Grades K-1 at \$200/rm; grades 2-6 at \$1,000/rm
SKILLS/MANIPULATIVES	1,500	\$250/room
MUSIC	800	
ART	800	
SPORTS EQUIPMENT	800	
OUTDOOR EQUIPMENT	3,000	
LISTENING STATIONS	600	6 stations @ \$100/station
LITERATURE CORNER	3,150	6 rooms * \$525/room
HOUSEKEEPING CORNER	1,200	3 stations @ \$400/station
SAND TABLES	250	2 tables @ \$125/table
STORAGE	6,000	6 rooms @ \$1,000/room
TABLES & CHAIRS	7,740	\$30/chair * 138 chairs + 18 tables @ \$200/table
MATS	460	\$20/mat * 23 kids
MISC. FURNITURE	5,000	Rugs, Teachers' storage; TV-VCR; Overhead
START-UP SALARIES	27,000	
CONSULTANTS/TRAINING	17,000	
BUILDING-MOVING & SETUP	3,000	30 hrs/wk for 8 weeks @ 12.50/hr
CONTINGENCY	10,255	Leasehold Imp.; Painting; Landscaping; etc.
TOTAL EXPENSES	150,000	
NET STARTUP INCOME/LOSS	0	

Day Care Operating Budget & Projection

Five Year Projection Beginning in Fall 1995

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REVENUES					
Private Day Care Tuition	61,342	68,707	71,307	73,384	75,542
TOTAL REVENUES	61,342	68,707	71,307	73,384	75,542
EXPENSES					
Direct Student Costs:					
Supplies	4,205	5,369	6,000	6,120	6,260
Total Direct Students Costs	4,205	5,369	6,000	6,120	6,260
Personnel:					
Salaries - Teachers	19,203	22,491	23,166	23,861	24,576
Salaries - Administration	20,000	20,600	21,218	21,854	22,510
Salaries - Substitute Teachers	4,134	4,842	4,987	5,137	5,291
Benefits	9,800	10,772	11,096	11,428	11,771
Staff Development	500	642	730	751	773
Total Personnel	53,637	59,347	61,197	63,031	64,921
Occupancy					
Rent/Utilities/Maintenance	2,000	2,060	2,121	2,185	2,251
Total Occupancy	2,000	2,060	2,121	2,185	2,251
Office:					
Supplies/Printing/Copying	1,500	1,931	1,989	2,043	2,110
Total Office	1,500	1,931	1,989	2,043	2,110
TOTAL EXPENSES	61,342	68,707	71,307	73,384	75,542
EXCESS (DEFICIENCY)	0	0	0	0	0
BEGINNING FUND BALANCE	0	0	0	0	0
ENDING FUND BALANCE	0	0	0	0	0

BUDGET ASSUMPTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INFLATION RATE (COLA)	3.00%	3.00%	3.00%	3.00%	3.00%
FICA RATE	7.65%	7.65%	7.65%	7.65%	7.65%
NUMBER OF CLASSES	6	7	8	9	9
PER PUPIL TUITION REVENUE					
Number of children enrolled	138	175	200	225	225
Per pupil reimbursement	4,924	5,072	5,224	5,381	5,542
	679,512	887,600	1,044,800	1,210,725	1,246,950
NUMBER OF TEACHERS					
Level 1	2	3	3	3	3
x Level 1 rate	35,000	36,050	37,132	38,245	39,393
	70,000	108,150	111,395	114,736	118,178
Level 2	2	2	3	4	4
x Level 2 rate	25,000	25,750	26,523	27,318	28,138
	50,000	51,500	79,568	109,273	112,551
Level 3	2	2	2	3	3
x Level 3 rate	19,000	19,570	20,157	20,762	21,385
	38,000	39,140	40,314	62,285	64,154
TOTAL TEACHERS (LEAD)	158,000	198,790	231,276	286,294	294,883
ASSISTANT TEACHERS					
Number of F/T asst. teachers	6	7	8	9	9
Rate per hour	9.00	9.27	9.55	9.83	10.13
# of hours per week	40	40	40	40	40
# of weeks	44	44	44	44	44
Total F/T asst. teachers	95,040	114,206	134,437	155,779	160,453
Number of P/T asst. teachers	0	0	0	0	0
Rate per hour	7.00	7.21	7.43	7.65	7.88
# of hours per week	0	0	0	0	0
# of weeks	44	44	44	44	44
Total P/T asst. teachers	0	0	0	0	0
Total asst. teachers	95,040	114,206	134,437	155,779	160,453
PRINCIPAL/EXECUTIVE ADMIN.					
Salary	40,000	41,200	42,436	43,709	45,020
EXECUTIVE ASSISTANT					
Full-time assistant	30,000	30,900	31,827	32,782	33,765

SUBSTITUTE TEACHERS					
# OF FTES	1.00	1.25	1.50	1.75	2.00
Rate per hour	7.00	7.21	7.43	7.65	7.88
40 hours/week * 44 weeks	1,760	1,760	1,760	1,760	1,760
	12,320	15,862	19,605	23,559	27,733
FICA	942	1,213	1,500	1,802	2,122
TOTAL SUBSTITUTE TEACHER	13,262	17,075	21,105	25,361	29,854
TRANSPORTATION					
\$0 X 220 DAYS/138 KIDS	0 PER PUPIL (APPROX.)				
RATE	0.00	0.00	0.00	0.00	0.00
TOTAL TRANSPORTATION	0	0	0	0	0
SUPPLIES					
RATE PER PUPIL	150	155	159	164	169
TOTAL SUPPLIES	20,700	27,038	31,827	36,880	37,986
DEPRECIATION					
DEPRECIABLE BASE	150,000	175,000	190,000	200,000	200,000
AVE. LIFE	5	5	5	5	5
TOTAL DEPRECIATION	30,000	35,000	38,000	40,000	40,000
FIELD STUDY					
AMOUNT PER CLASS	600	618	637	656	675
TOTAL FIELD STUDY	3,600	4,326	5,092	5,901	6,078
INSURANCE	12,000	12,360	12,731	13,113	13,506
CUSTODIANS					
# OF CUSTODIANS	1	1	1	1	1
RATE PER HOUR	10.00	10.30	10.61	10.93	11.26
HOURS PER WEEK	35	40	40	40	40
WEEKS PER YEAR	44	44	44	44	44
TOTAL CUSTODIANS	15,400	18,128	18,672	19,232	19,809
COOKS					
# OF HEAD COOKS	0	1	1	1	1
RATE PER HOUR	10.00	10.30	10.61	10.93	11.26
HOURS PER WEEK	25	25	25	25	25
WEEKS PER YEAR	44	44	44	44	44
HEAD COOK	0	11,330	11,670	12,020	12,381
# OF ASST COOKS	0	1	1	1	1
RATE PER HOUR	7.00	7.21	7.43	7.65	7.88
HOURS PER WEEK	25	25	25	25	25
WEEKS PER YEAR	44	44	44	44	44
ASST COOK	0	7,931	8,169	8,414	8,666
TOTAL COOKS	0	19,261	19,839	20,434	21,047
CURRICULUM SPECIALISTS					
HOURS PER CLASS	5	5	5	5	5
HOURS PER WEEK	30	35	40	45	45
RATE PER HOUR	15.00	15.45	15.91	16.39	16.88
WEEKS PER YEAR	44	44	44	44	44
CURR. SPEC.	19,800	23,793	28,008	32,454	33,428
FICA	1,515	1,820	2,143	2,483	2,557
TOTAL CURR. SPEC.	21,315	25,613	30,150	34,937	35,985

REMEDIAL SUPPORT					
AMOUNT PER CLASS	2,000	2,060	2,122	2,185	2,251
TOTAL REMEDIAL SUPPORT	12,000	14,420	16,974	19,669	20,259
STAFF DEVELOPMENT	6,000	6,180	6,365	6,556	6,753
RENT					
18000/138 KIDS	131	135	139	143	147
TOTAL RENT	18,078	23,613	27,796	32,208	33,174
KITCHEN SUPPLIES					
4500/138 KIDS	0.00	0.00	0.00	0.00	0.00
TOTAL KITCHEN SUPPLIES	0	0	0	0	0
MAINTENANCE					
18800/138 KIDS	136	140	144	149	153
TOTAL MAINTENANCE	18,768	24,514	28,856	33,437	34,441
UTILITIES	9,500	9,785	10,079	10,381	10,692
JANITORIAL SUPPLIES					
50 PER CHILD	50.00	51.50	53.05	54.64	56.28
TOTAL JANITORIAL SUPPLIES	6,900	9,013	10,609	12,293	12,662
SUPPLIES/PRINTING/COPYING					
PAGES/STUDENT/DAY	5	5	5	5	5
# OF DAYS	220	220	220	220	220
COST PER PAGE	0.02	0.02	0.02	0.02	0.02
TOTAL S/P/C	3,036	3,850	4,400	4,950	4,950
EQUIPMENT RENTAL	1,500	1,545	1,591	1,639	1,688
TELEPHONE	3,000	3,090	3,183	3,278	3,377
POSTAGE	500	515	530	546	563
ADVERTISING & PR	10,000	10,300	10,609	10,927	11,255
INTEREST					
INTEREST RATE	9.00%	9.00%	9.00%	9.00%	9.00%
PRINCIPAL OUTSTANDING	200,000	395,000	385,000	375,000	365,000
TOTAL INTEREST CHARGE	18,000	35,550	34,650	33,750	32,950
Additional principal in year 2 used to finance expansion plans necessary to open grades 7 and 8.					
Simple interest loan, debt service due at year-end, balloon payment of \$315,000 due at end of year 10.					
LEGAL AUDIT & OTHER	22,500	23,175	23,870	24,586	25,324
CONTINGENCY	5.00%	5.00%	5.00%	5.00%	5.00%
CONTINGENCY AT STD	33,976	44,380	52,240	60,536	62,348
CONTINGENCY ADJUSTMENT	-25,374	-20,202	-9,480	-6,358	-6,733
TOTAL CONTINGENCY	8,602	24,178	42,760	54,178	55,615
INDIRECT ADMIN SUPPORT	10.00%	10.00%	10.00%	10.00%	10.00%
INDIRECT AT STD	67,951	88,760	104,480	121,073	124,695
INDIRECT ADJUSTMENT	-50,748	-40,403	-18,959	-12,715	-13,466
TOTAL INDIRECT ADMIN	17,203	48,357	85,521	108,358	111,229

DAY CARE OPERATING BUDGET					
ASSUMPTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INFLATION RATE (COLA)	3.00%	3.00%	3.00%	3.00%	3.00%
FICA RATE	7.65%	7.65%	7.65%	7.65%	7.65%
NUMBER OF SCHOOL-DAYS	195	195	195	195	195
NUMBER OF VACATION DAYS	15	15	15	15	15
PRIVATE DAY CARE					
Morning Day Care					
Morning Day Care-Flat Rate	\$4.00	\$4.00	\$4.00	\$4.00	\$4.00
# of children in Morn. Day Care	26	30	30	30	30
Morning Day Care Revenue	\$20,280.00	\$23,400.00	\$23,400.00	\$23,400.00	\$23,400.00
Afternoon Day Care					
Afternoon Day Care-Hourly Rate	\$3.00	\$3.09	\$3.18	\$3.28	\$3.38
# of children 4PM-4:30PM	35	40	42	43	44
# of children 4:30PM-5PM	35	40	42	43	44
# of children 5PM-5:30PM	15	15	15	15	15
Afternoon Day Care	\$24,862.50	\$28,621.13	\$30,721.01	\$32,281.89	\$33,908.77
Vacation Day Care					
Vacation Day Care-Hourly Rate	\$3.00	\$3.09	\$3.18	\$3.28	\$3.38
# of children using 20hrs/week	25	25	25	25	25
# of children using 40hrs/week	25	25	25	25	25
# of children using 50hrs/week	6	6	6	6	6
Vacation Day Care	\$16,200.00	\$16,686.00	\$17,186.58	\$17,702.18	\$18,233.24
TOTAL DAY CARE REVENUE	\$61,342.50	\$68,707.13	\$71,307.59	\$73,384.06	\$75,542.01

DAY CARE TEACHERS					
Rate per hour	9.00	9.27	9.55	9.93	10.13
Morning Day Care					
# of teachers	1	1	1	1	1
# hours per day	1.25	1.25	1.25	1.25	1.25
	2,194	2,260	2,327	2,397	2,469
# of teachers	2	2	2	2	2
# hours per day	0.50	0.50	0.50	0.50	0.50
	1,755	1,808	1,862	1,918	1,975
Total Morning Day Care	3,949	4,067	4,189	4,315	4,444
Afternoon Day Care					
# of teachers	2	3	3	3	3
# hours per day	1.5	1.5	1.5	1.5	1.5
	5,265	8,134	8,378	8,630	8,839
# of teachers	2	2	2	2	2
# hours per day	1.00	1.00	1.00	1.00	1.00
	3,510	3,615	3,724	3,835	3,951
Total Afternoon Day Care	8,775	11,750	12,102	12,465	12,839
Vacation Day Care					
# of teachers	6	6	6	6	6
# hours per day	8	8	8	8	8
Total Vacation Day Care	6,480	6,674	6,875	7,081	7,293
TOTAL DAY CARE TEACHERS	19,204	22,491	23,166	23,861	24,577
ADMINISTRATION					
1 FULL-TIME	20,000	20,600	21,218	21,855	22,510
SUBSTITUTE TEACHERS					
Percentage of Teachers	20.00%	20.00%	20.00%	20.00%	20.00%
Substitute Teachers	3841	4498	4633	4772	4915
FICA	294	344	354	365	376
TOTAL SUBSTITUTE TEACHER	4,135	4,842	4,988	5,137	5,291
EDUCATIONAL SUPPLIES					
TOTAL SUPPLIES	4,205	5,369	6,000	6,120	6,260
STAFF DEVELOPMENT					
	500	642	730	752	773
OFFICE SUPPLIES					
PRINTING/COPYING/MISC.	1,500	1,931	1,989	2,049	2,110
OCCUPANCY					
RENT, UTILITIES, MAINT.	2,000	2,060	2,122	2,185	2,251

LEASE WITH OPTION TO PURCHASE

LEASE made this ^{3rd} ~~23~~ day of ^{Sept.} ~~June~~, 199^T~~2~~, by and between RELIGIOUS VENERINI SISTERS, (hereinafter called "LESSOR", which expression shall include their executors, heirs and assigns where the context so admits), of the one part, and COMMUNITY DAY CARE CENTER OF LAWRENCE, INC., (hereinafter called the "LESSEE", which expression shall include its successors and assigns where the context so admits or allows), of the other part.

1. PREMISES

In consideration of the rent and covenants herein reserved and contained on the part of the LESSEE to be paid, performed and observed, the LESSOR does hereby lease and demise unto the LESSEE the premises, consisting of the school building, the convent and the support land area and access to and from located at 73 Prospect Street, Lawrence, Massachusetts.

2. TERM

The term of this LEASE shall be for three (3) years commencing SEPTEMBER 1, 1994, and ending on AUGUST 31, 1997. The lease may be extended for additional one year periods only by the mutual agreement of the parties and at an agreed upon rental. If LESSEE wishes to commence negotiation for an extension. it must notify the LESSOR in writing 120 days before termination of present term.

3. RENT

The LESSEE shall pay to the LESSOR for the demised premises during the term of this LEASE in lawful money of the United States the sum of EIGHTEEN THOUSAND AND NO/100 (\$18,000.00) DOLLARS, which represents the minimum annual rental under the terms on the first of each month. The First Monthly Payment being due on SEPTEMBER 1, 1994, in the amount of ONE THOUSAND FIVE HUNDRED AND NO/100 (\$1,500.00) DOLLARS.

4. OPTION TO PURCHASE

LESSOR grants to LESSEE an exclusive option to purchase in the form attached hereto.

5. USE OF LEASED PREMISES

The LESSEE shall use the leased premises for child care programs, children's educational programs, administrative offices and storage of equipment and supplies. The LESSEE shall have use of common parking area on a first come - first serve basis.

6. COMPLIANCE WITH LAWS

The LESSEE acknowledges that no trade or occupation shall be conducted in the leased

premises or use made thereof which will be unlawful, improper, noisy or offensive, or contrary to any law or any municipal by-law or ordinance in force in the city or town in which premises are situated. It is further agreed that any violation of the laws of the Commonwealth of Massachusetts or the City of Lawrence shall not be cause for termination of this LEASE if the LESSEE remedies the condition within a reasonable time after receiving written notice from the LESSOR, which notice shall be sent within 30 days from the receipt of notice of said violation by the LESSOR, from the Department of Public Health or the Building Department.

7. FIRE INSURANCE

The LESSEE shall not permit any use of the leased premises which will make voidable any fire and extended coverage insurance on the property of which the leased premises are a part, or on the contents of said property or which shall be contrary to any law or regulation from time to time established by the New England Fire Insurance Rating Association, or any similar body succeeding to its powers. The LESSEE shall on demand reimburse the LESSOR and all other tenants, all extra insurance premiums caused by the LESSEE'S improper use of the premises.

8. MAINTENANCE OF PREMISES

- A. The LESSEE agrees to maintain the leased premises in the same conditions as they are at the commencement of the term or as they may be put in during the term of the LEASE, and to repair the said premises at LESSEE'S expense for all damage. Whenever necessary LESSEE will replace plate glass and other glass therein. LESSEE acknowledges that the leased premises are now in good order and the glass whole. The LESSEE shall not permit the leased premises to be overloaded, damaged, stripped, or defaced, nor suffer any waste. LESSEE shall obtain written consent of LESSOR before erecting any sign on the exterior premises, and such consent will not be unreasonable withheld or delayed. All signs must be purchased and installed at the expense of the LESSEE. Signs must be colonial in nature, conform with architecture of the building, and building codes for the City of Lawrence. The LESSEE'S maintenance shall include the first \$1,000.00 per occurrence for the repair and maintenance of the heating and air conditioning unit each year of the lease. The amount in excess of \$1,000.00 per occurrence in each year of the lease for any maintenance or repairs on said heating and air conditioning shall be paid by the LESSOR.
- B. The LESSOR and LESSEE acknowledge that the leased premises presently contain an in-ground oil tank that shall be removed by the LESSOR. Upon commencement of the lease, the LESSOR shall contract to have the oil tank removed and the LESSEE agrees to contribute up to \$5,000 for the cost of said removal. The parties acknowledge that the LESSEE has received a good faith estimate that the cost of the removal of the oil tank should not exceed the sum of \$5,000. If the cost of the removal of the oil tank exceeds \$5,000, then the parties agree to meet and discuss the sharing of all costs of removal that exceed \$5,000. Moreover, the LESSEE will pay rent in advance up to \$5,000 according to a

schedule suggested by the LESSOR, in order to provide for capital expenditures.

- C. The LESSEE agrees to pay the costs of a new tank or converting the heating system in order to make the heating system operable. The LESSEE agrees to submit any such plan to the LESSOR for approval prior to executing the plan, and any plan will be subject to LESSOR approval.
- D. The LESSOR and LESSEE acknowledge that the building on the leased premises which was formerly used as a convent is in need of immediate repairs due to water damage. Furthermore, the building needs to be secured to prevent further damage, deterioration and vandalism. The LESSEE agrees to contribute up to the sum of \$7,000 to secure the convent building and protect it from further water damage. If the cost exceeds the sum of \$7,000, then the parties agree to meet and discuss the sharing of all costs that exceed the sum of \$7,000.

9. ALTERATIONS-ADDITIONS

The LESSEE shall not make any structural alterations or additions to the leased premises, but may make non-structural alterations, including inside dividing walls, cabinets, shelving, closets, any other non-structural alterations may be made only with the LESSORS' consent, in writing, which consent shall not be unreasonably withheld or delayed. All such allowed alterations shall be at the LESSEE'S expense and shall be in quality at least equal to the present construction. The LESSEE shall not permit any mechanics' liens, or similar liens, to remain upon leased premises for labor and material furnished to LESSEE or claimed to have been furnished to LESSEE in connection with work of any character performed or claimed to have performed at the direction of LESSEE and shall cause any such lien to be released of record forthwith without cost to the LESSOR. Any alterations or improvements made by the LESSEE shall become the property of the LESSOR at the termination of occupancy as provided herein. The LESSEE shall, immediately upon completion of any work by the LESSEE'S contractor or supplier, provide the LESSOR with a release of liens executed by said contractor and/or supplier.

10. ASSIGNMENT-SUBLEASING

The LESSEE shall not assign or sublet the whole or any part of the leased premises, without LESSOR'S prior written consent. Notwithstanding such consent, the LESSEE shall remain liable to the LESSOR for the payment of all rent and for the full performance of the covenants and conditions of this LEASE. The voluntary transfer of a controlling percentage of the capital stock of LESSEE, (excepting corporate mergers and transfers to familial relations of a shareholders), shall be deemed for this purpose an assignment or subletting.

11. SUBORDINATION

This LEASE shall be subject and subordinate to any and all existing mortgaged, deeds of trust, and other instruments in the nature of a mortgage which now, or at any time

hereafter, may become a lien on the property or any real estate upon which the premises are a part, and the LESSEE shall, when requested, promptly execute and deliver such written instruments as shall be necessary to show the subordination of this LEASE to said mortgages, deeds of trust or other such instruments in the nature of a mortgage. In addition, this LEASE shall be subject and subordinate at all times to the lien of mortgages which may be alien on the premises or any real estate upon which the premises are located, provided that the mortgagee of such future mortgage enters into agreement not to disturb the possession, use or enjoyment of the premise by LESSEE, pursuant to this LEASE or any extensions thereof so long as the LESSEE performs all of its obligations hereunder. Any such mortgage to which the LEASE shall be subordinates may contain such other terms, provisions and condition as the mortgagee deems usual or customary. The LESSEE shall, when requested, promptly execute and deliver such written instruments as shall be necessary to show the subordination of this LEASE to said mortgages, deeds of trust, or other such instruments in the nature of the mortgage.

12. LESSOR'S ACCESS

The LESSOR or agents of the LESSOR may, at reasonable times, enter to view the leased premises and may remove exterior placards and signs not approved and affixed as herein provided, and make repairs and alterations as LESSOR shall elect to do and charge said LESSEE for said repairs, only in the event LESSEE fails to commence to make said repairs within 14 days of receipt of written notice from LESSOR, if they were repairs requires to be made by said LESSEE under the terms of this LEASE, and at any time within four (4) months before the expiration of the term of this LEASE, may show the leased premises or property of which the leased premises are a part, and keep the same so affixed without hindrance or molestation, provided that such action does not unreasonable interfere with the conduct of LESSEE'S business.

13. INDEMNIFICATION AND LIABILITY

The LESSEE shall, at no expense to the LESSOR, maintain, during the term hereof, policies of Comprehensive General Liability Insurance with limits for personal injury and property damage of \$1,000,000 and \$1,000,000 in the aggregate. Such policies shall provide that they may be canceled only after thirty (30) days prior written notice to the LESSOR. Such policies shall cover use and occupation of the premises and all operations and activities conducted at, on, or from the premises by the LESSEE, its agents, employees, servants and invitees. The LESSOR shall be named as an additional insured. Workers' Compensation and Employers' Liability Insurance and any other insurance required by law, also must be carried by the LESSEE. Evidence of these policies in the form of insurance certificates must be submitted to the LESSOR within ten (10) days of the execution of this LEASE or the date of actual occupancy of the premises, whichever is earlier. LESSEE shall, if requested within ten (10) days of any such request, submit the actual policies of insurance to the LESSOR. LESSEE shall also submit to the LESSOR renewal certificates of any expiring insurance required hereunder within ten (10) days of the date of expiration thereof.

To the fullest extent possible permitted by law, the LESSEE agrees to indemnify and hold harmless the LESSOR, its agents, and employees against any and all claims, suits and demands, liabilities and damages, including attorneys fees and litigation costs and expenses, resulting from or arising in connection with or incidental to the LESSEE's use of the LESSOR's premises and/or facilities described herein.

The parties hereby agree to waive rights of subrogation each against the other.

14. FIRE, CASUALTY - EMINENT DOMAIN

Should a substantial portion of the leased premises, or of the property of which they are a part, be substantially damaged by fire or other casualty, or be taken by eminent domain, the LESSOR or LESSEE may elect to terminate this LEASE. When such fire, casualty, or taking renders the leased premises substantially unsuitable for their intended use, a just and proportionate abatement of rent, including any additional rents shall be made. If said damage is not substantial and the fire or casualty originated in the leased premises, the LESSOR shall within sixty (60) days, restore the leased premises to the existing condition prior to said damage. If said damage is not substantial, and fire or casualty originated on property other than in the leased premises and is not caused in any way by the LESSEE's conduct or negligence, the LESSOR shall restore the leased premises to the condition existing prior to said damage within 60 days. During said 60-day period during which the LESSOR shall repair or restore any additions or improvements to said leased premises, there shall be a just and proportional abatement of rent, including any additional rentals. If said damage is not substantial and the fire or casualty was caused by the conduct of the LESSEE, his agents, servants, employees or invitees, the LESSEE agrees to pay any repair or restoration costs in excess of any fire-casualty insurance settlement.

15. DEFAULT AND BANKRUPTCY

In the event that:

- a. The LESSEE shall default in the payment of any installment of rent or other sum herein specified any such default shall continue for the (10) days after written notice thereof; or
- b. the LESSEE shall default in the observance or performance of any other of the LESSEE's covenants, agreements, or obligation hereunder and such default shall not be corrected within thirty (30) days after written notice thereof; or
- c. the LESSEE shall be declared bankrupt or insolvent according to law, or, if any assignment shall be made of LESSEE's property for the benefit of creditors, then the LESSOR shall have the right thereafter, while such default continues, to re-enter and take complete possession of the leased premises, to declare the term of this LEASE ended, and remove the LESSEE's effects, without prejudice to any remedies which might be otherwise used for arrears of rent or other default. The LESSEE shall indemnify the LESSOR again all loss of rent and other payments

which the LESSOR may incur by reason of such termination during the residue of the term, but the LESSOR shall be required to mitigate his damages by the use of diligence in obtaining a new tenant. If the LESSEE shall default, after reasonable notice thereof, in the observance or performance of any conditions or covenants on LESSEE's part to be observed or performed under or by virtue of any of the provisions of any article of this LEASE, the LESSOR, without being under any obligation to do so and without thereby waiving such default, may remedy such default for the account and at the expense of the LESSEE. If the LESSOR makes any expenditures or incurs any obligations for payment of money in connection therewith, including but not limited to, reasonable attorneys' fees in instituting, prosecuting or defending any action or proceeding, such sums paid or obligations incurred, with interest at the rate of Twelve Percent (12%) per annum and costs, shall be paid to the LESSOR by the LESSEE as additional rent.

16. NOTICE

Any notice from the LESSOR to the LESSEE relating to the leased premises or to the occupancy thereof, shall be deemed duly served, if hand delivered to an officer of LESSEE at the leased premises addressed to the LESSEE, or, if mailed to the leased premises, registered or certified mail return receipt requested, postage prepaid, addressed to the LESSEE. Any notice from the LESSEE to the LESSOR relating to the leased premises or to the occupancy thereof, shall be deemed duly served if mailed to the LESSOR by registered or certified mail, return receipt requested, addressed to the LESSOR at such address as the LESSOR may from time to time advise in writing. All rent and notices shall be paid and sent to the LESSOR at 23 Edward Street, Worcester, Massachusetts.

17. SURRENDERED

The LESSEE shall at the expiration or other termination of this LEASE remove all LESSEE's goods and effects from the leased premises, including but not limited to, all signs and lettering affixed or painted by the LESSEE, either inside or outside the leased premises. LESSEE shall deliver to the LESSOR, the leased premises and all keys, locks thereto, and other fixtures connected therewith and all alterations and additions made to or upon the leased premises, in the same condition as they were at the commencement of the term, or as they were put in during the term hereof, reasonable wear and tear and damage by fire or other casualty only excepted, if said fire and other casualty is not as a result of negligence of the LESSEE, its agents, servants, or invitees. In the event of the LESSEE's failure to remove any of LESSEE's property from the premises, the LESSOR is hereby authorized, without liability to LESSEE for loss or damage thereto, and at the sole risk of LESSEE, to remove and store any of the property at LESSEE's expense, or to retain same under LESSOR's control or to sell at public or private sale, without notice, any or all of the property not so removed and to apply the net proceeds of such sale to the payment of any sum due hereunder or to destroy such property.

18. MISCELLANEOUS

A. WAIVER OF DEFAULT

No assent, expressed or implied, by the LESSOR to any breach of any of the LESSEE's covenants herein contained shall be deemed to be a waiver of any succeeding breach of the same covenant or any other covenant or provision of this LEASE.

B. PERSONAL PROPERTY

All property of any kind that may be on the demised premises during the continuation of this LEASE shall be at the sole risk of the LESSEE, and the LESSOR shall not be liable to the LESSEE or to any other person on the premises unless such injury, loss or damage is due to the negligence of the LESSOR, his agents, servants or employees.

C. MODIFICATION OF LEASE

This LEASE contains the entire agreement between the parties and shall not be modified in any manner except by an instrument in writing executed by the parties.

D. GOVERNING LAW

This LEASE is made pursuant to and shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts.

E. SEPARABILITY

If any provision of this LEASE, or portion of such provision, or the application thereof, to any person or circumstance is for any reason held invalid or unenforceable, the remainder of the LEASE (including the remainder of such provision) and the application thereof to the persons or circumstances shall not be affected thereby.

19. OTHER PROVISIONS

The LESSOR acknowledges that LESSEE shall have no obligation for snow plowing and LESSOR further acknowledges its tenant Greater Lawrence Medical Office Center, Ltd., which tenant has a long-term lease on a parking area fronting Prospect Street, has the obligation, pursuant to aforesaid long-term lease, of all snow plowing activities for the entire property owned by the Landlord.

20. QUIET ENJOYMENT

LESSOR agrees that upon LESSEE's performance of all covenants, terms and conditions as set forth herein, LESSEE shall have covenant of quiet enjoyment during the term of this LEASE, and shall peaceably hold and enjoy the premises, without hindrance or

interruption by the said LESSOR or any person or persons whomsoever.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on the day and year first above written.

Signed in the presence of :

RELIGIOUS VENERINI SISTERS

Dr. Pauline Pedagliasso M.P.T.

BY: S. Rilda Ponte, M.P.T.
LESSOR

10 / 1 / 94

COMMUNITY DAY CARE CENTER OF
LAWRENCE, INC.

Grace Lezzi

BY: Sheila T. Galboni
LESSEE

EXHIBIT A

OPTION TO PURCHASE

FOR VALUABLE CONSIDERATION, Religious Venerini Sisters (hereinafter called the Owners) grant to Community Day Care Center of Lawrence, Inc. (hereinafter called the Option Holder), irrevocable OPTION TO PURCHASE real estate as described in Schedule A for the sum of Two Hundred and Forty Thousand Dollars (\$240,000.00) during any time during the term of the Business Lease entered into by the said parties concerning the said premises located at 73 Prospect Street, Lawrence, Massachusetts, provided the following conditions are met:

1. The Owners and Option Holder acknowledge that the owners have previously given a "Right of First Refusal" to purchase the premises to parties named. The within Option to Purchase is subject to the prior "Right of First Refusal" to parties named and shall become effective if the parties named decline to exercise their right of first refusal.
2. Option Holder is not in default of said Business Lease at the time of the exercise of said Option.
3. Notice of exercise is tendered in writing with no less than four (4) months notice before the lease termination date of intention to exercise or not exercise the purchase option.

Religious Venerini Sisters

Dated:

Sept. 3, 1994

By

S. Hilda Ponte, M.P.C.
Owner

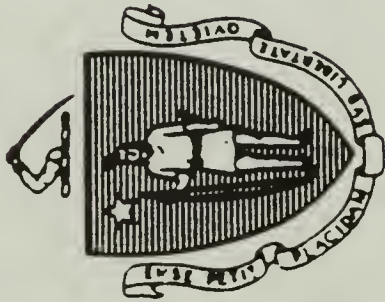
Community Day Care Center of Lawrence, Inc.

Dated:

10/1/94

By

Paul T. Galloni
Option Holder



The Commonwealth of Massachusetts

FORM 58CC-1

CITY/TOWN OF Lawrence

In accordance with the Massachusetts State Building Code, Section 108.15, this

CERTIFICATE OF INSPECTION

is issued to Community Day Care

I Certify that I have inspected the Premises known as Community Day Care

located at 73 Prospect Street in the City of Lawrence

County of Essex Commonwealth of Massachusetts. The means of egress are sufficient for the following number of persons:

BY STORY

Story	Capacity	Story	Capacity	Story	Capacity
1st	180				

BY PLACE OF ASSEMBLY OR STRUCTURE

Place of Assembly or Structure	Capacity	Location	Place of Assembly or Structure	Capacity	Location

Robert Dumb
Building Official

Certificate Number August 4, 1994
Date Certificate Issued

August 4, 1995
Date Certificate Expires

The building official shall be notified within (10) days of any changes in the above information.

Board of Trustees

Western Massachusetts Hilltown Cooperative Charter School

Mr. Paul Tucker
30 Briar Hill Road
Williamsburg, MA 01096

(413) 268-0232

(413) 268-3384

Ms. Robin Jurs
2 Cole Road
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(413) 268-0211

Mr. William Cutler
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Haydenville, MA 01039

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(413) 667-3009

Ms. Lee MacKinnon
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Haydenville, MA 01039

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Ms. Phoebe Bushway
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Board of Trustees

Community Day Charter School

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